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ABSTRACT

As the third volume in a four-volume series on the Oklahoma Indian Education Needs Assessment Project, this report presents survey data and analysis relative to: (1) the common school system (the random sample of 32 school districts; population and enrollment data; professional staff profile in common schools; bilingual/bicultural educational programming; school holding power; facilities; Johnson O'Malley (JOM) Program; Title IV--Indian Education Act of 1972; other Federal programs); (2) vocational-technical education (manpower demands; definitions--people, programs, facilities; adult education; regular programs secondary; area shcools; secondary enrollment, completion, and follow-up; post-secondary programs); (3) Bureau of Indian Affairs (BIA) school system (student body profile; enrollment; funding; curriculum; staff profile; adult education; vocational education; facilities); (4) higher education (Indian enrollment; faculty; BIA grant students; available programs); (5) other statewide activities (Title IV, Indian Education Act; Comprehensive Employment and Training Act of 1973; additional programs); (6) academic achievement (State Department of Education Study; Oklahoma Statewide Assessment; Eastern Oklahoma JOM program evaluation; project sample schools; BIA schools); (7) social-emotional development; (8) economic conditions (employment, public assistance, income, and housing). (JC)

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Oklahoma Indian Education Needs Assessment

Volume III: Current Status

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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College of Education
Oklahoma State University

March 1976

INDIAN EDUCATION NEEDS ASSESSMENT PROJECT

Volume III

Current Status

College of Education
Oklahoma State University
March, 1976

The research data presented herein was gathered under Bureau of Indian Affairs Contract Number K01C1420C605. Conclusions, recommendations or opinions stated in this report represent the professional judgment of the project staff and do not necessarily reflect the official opinions or policy of the Bureau of Indian Affairs or Oklahoma State University.

COVER

The cover illustration represents the emblem in the center of the Oklahoma State Flag, which is an Osage Warrior's buckskin shield, decorated with pendant eagle feathers. Across the face of the shield runs the red man's calumet, or pipe of peace symbol, and the olive branch. The shield implies defensive or protective warfare. The small crosses on the shield are the Indian's graphic sign for stars which indicate lofty ideals or a purpose for high endeavor. The important symbols, however, are the calumet and the olive branch. These override the shield, the symbol of war, and represent a predominate love of peace by a united people and the union of the Indian Territory and Oklahoma Territory into the one great State of Oklahoma.

NOTE ON THE ARRANGEMENT OF THIS REPORT

VOLUME III

Volume I presents an overview of the entire project, a summary of the perceptions and current status of Oklahoma Indian education, and conclusions and recommendations for further consideration. Volume II reports the development and results of the needs assessment phase. Volume III presents a detailed description of the current status of Indian education in such areas as common schools, vocational-technical education, Bureau of Indian Affairs schools, higher education, other statewide activities, academic achievement, social-emotional development, and economic development. All appendixes are collected in Volume IV.

In the interest of readability and clarity, tables that are alluded to in the text have been placed at the end of each chapter.

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CHAPTER I

COMMON SCHOOL SYSTEM OF OKLAHOMA

Introduction

When our democratic form of government was established 200 years ago, one of its major cornerstones was the dignity and worth of the individual. The Founding Fathers felt that only through an enlightened electorate could government respond effectively to the needs of the people. It is no wonder then that the United States Constitution so eloquently provides for the equality and rights of the individual. Since the responsibility for developing an enlightened electorate was delgated to the states, the result has been the establishment of educational systems that uniquely fit the needs of each state.

Education occupies a significant position in American society as a vehicle by which an individual might achieve those goals which seem desirable. Just as education of the electorate is a function of state government, the training and education of young people ages 5 through 18, grades K through 12, has become a subset of that important function.

What follows is a descriptive overview of the common schools of Oklahoma with particular emphasis on the current status of Indian education. As various programs are described, no attempt will be made to be evaluative in terms of the goodness or badness, adequacy or inadequacy, quality or inequality, and/or effectiveness or lack thereof. Rather, an attempt will be made to describe current activity, and in

those cases where the total "universe" has not been captured, an attempt will be made to project and extrapolate from sample data that has been gathered for purposes of this report.

State Department of Education

The accompanying Figure 4 shows the general line and staff relationships that currently exist in the Oklahoma State Department of Education. Members of the State Board of Education are appointed by the Governor and confirmed by the Senate. The State Superintendent of Public Instruction is the president and executive officer of the Board and is elected by the people. Three main divisions; Instruction, Finance, and Federal Assistance Programs, make up the functional and working divisions of the Department. The Indian Education Section is located in the Division of Instruction, and the administrator of that division reports directly to the Director of Secondary Education.

Oklahoma Public School Districts

As of July 31, 1975, there were a total of 628 public school districts in the State of Oklahoma. Of these, 455 were independent districts and 173 were dependent districts with K through 6, K through 8, or some version of an elementary education program. The graduates of these dependent districts normally go on to attend a high school in an adjoining independent district. The present 628 legally recognized districts compare with 4,450 in operation in 1946. A great reduction has taken place through mandatory and elective annexations or consolidations throughout the state so that some counties have as few as two school districts (Table XXV).

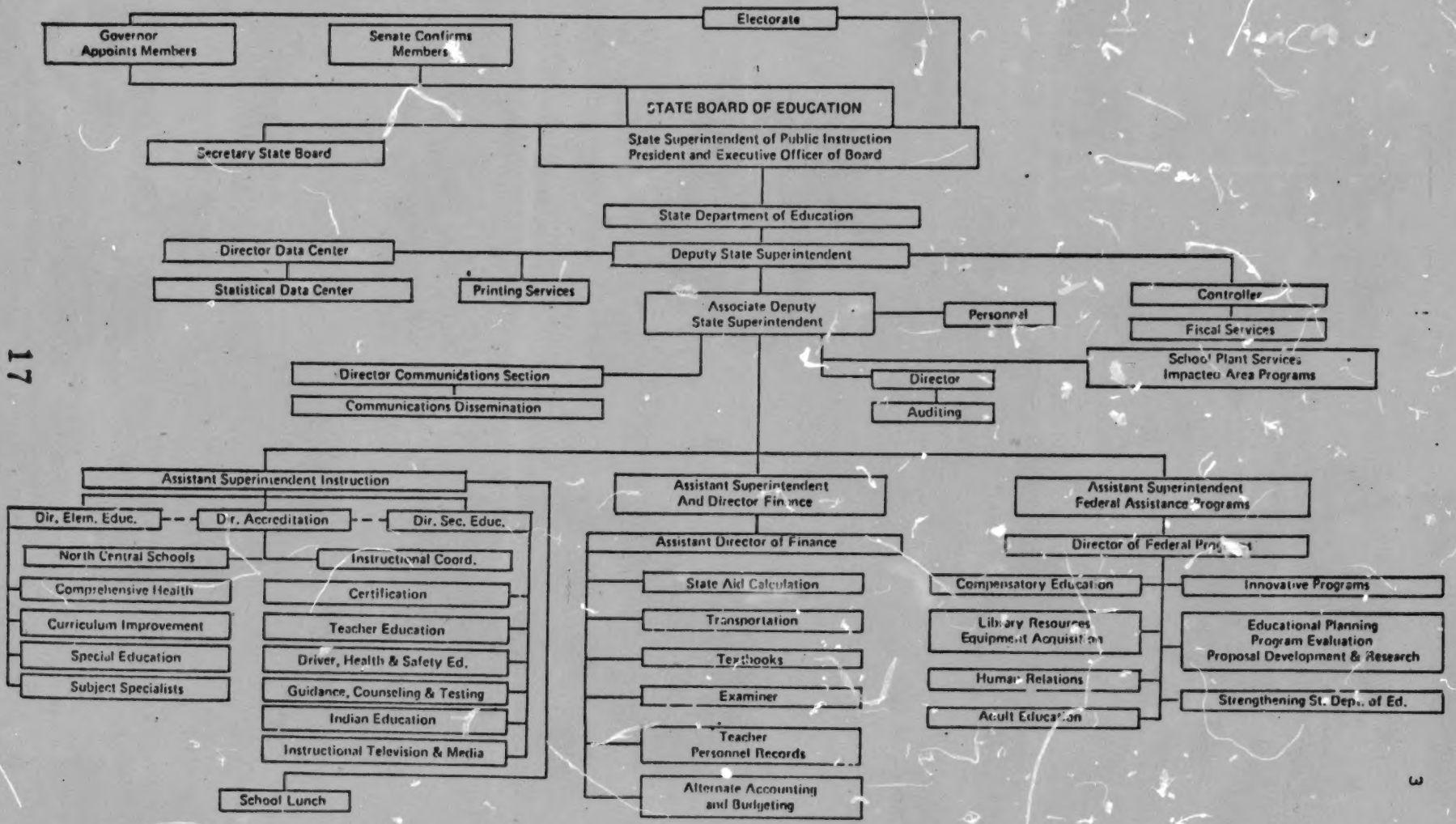

Figure 4. Organizational Chart of the Oklahoma State Department of Education
September, 1975
Source: Annual Report, State Department of Education, 1974-1975.

Oklahoma Accountability Program

During the 1973-74 school year many Oklahomans across the state were involved in the student needs assessment phase of the Oklahoma Accountability Program. This program was implemented through the direction of the State Department of Education and pursuant to a joint resolution of the State Legislature in 1973.

School personnel initiated a community screening to find out what was needed in the school's instructional program to benefit students. Parents, students, faculty, and other members of the community were asked to determine and pinpoint the education gaps in their local school system.

Data was acquired, the results tabulated and the end product, the identified needs, served as the foundation for the second-year phase of accountability, the establishment of goals and objectives.

The staff of the planning, evaluation and research section of the State Department of Education conducted a survey of all schools to obtain a profile of who participated in the needs assessment, how much the year's data collecting cost in terms of dollars and man-hours, and what education priorities were established as a result.

Of the schools surveyed, 193,750 patrons were identified as having participated in the needs assessment. Among the participants, minority groups were represented in proportion to state population composition figures:

State Composition	Accountability Involvement
Black - approximately 7%	Black - 8.50%
Indian - 4%	Indian - 14.1%
Spanish American - 1%	Spanish American - 2.2%
Caucasian - 88%	Caucasian - 73.70%

The figures accumulated from the survey indicate that 2,[illegible] Blacks; 22,486 Caucasians; 675 Spanish-American, 4,307 Indians, and 430 members of other ethnic groups participated.

In the economic breakdown more than 25 percent of the participants were identified in the low income bracket, another 20 percent were considered upper income representatives, and the remaining participants fell somewhere between the two groups.

The data accumulated indicated that 2,841 persons were classified as upper income; 6,071 as lower income; 2,409 as business employees; 2,271 as farmers; 3,565 as blue collar workers; 2,552 as white collar workers, and another 4,052 were listed as employed in other occupations. Also among the participants were representatives of civic groups and clubs, city and government offices, church groups, Parent-Teacher Associations, and local businesses and industries for a total of 7,882 persons.

Another category included 4,768 former students; 33,395 current students; 40,805 parents; 4,496 senior citizens; 8,350 persons listed as "other;" and 39,789 randomly selected participants. A total of 193,750 persons expressed specific opinions concerning need in their local schools.

While these figures give a working knowledge of the scope of representation involved in the active identification of instructional needs, exact separate categories cannot be drawn. Each person in a category could have been listed in many of the other categories as well. For example, a person tabulated as an Indian may have also been a member of the PTA, served on the city council, worked in a white collar job, and have been a former student of the school making the survey. Still,

he was tabulated only once. So the voice, opinion, and desire for change in the school system may have been based on such factors as ethnic, economic, and social background.

The school districts of Oklahoma conducted 4,867 accountability meetings. Information was also gained from door-to-door surveys and distribution of survey forms or questionnaires. Most schools used the State Department of Education needs assessment model for their questionnaire although several of the schools hired special consultants to help them conduct their survey.

Estimated man-hours devoted to the project on a statewide basis amounted to 43,955 hours of administrators' time; 6,856 hours of school board members; 71,888 hours for patrons; 71,765 hours for students; and 93,816 hours for teachers. The total hours expended amounted to 288,280.

Schools were also asked to list their means of letting the public know about the needs assessment and by what method patrons were invited to participate. In addition to the methods already mentioned (door-to-door survey, newspapers and community center distribution), radio, notes to parents, school publications, and letters to individuals were also listed. More schools used notes sent home to parents than any other method.

The results of community participation in dollars spent and man-hours donated were analyzed, processed, and translated into priority statements. These statements of identified needs were then developed as goals for the 1974-75 phase of the accountability program. In the following list, items appear in the order of the number of times they were listed as student educational needs by the community participants and were derived on a statewide basis during the first phase (1973-74) of the Oklahoma Accountability Program.

An individual needs to:

1. Develop communication skills in reading, writing, listening and speaking;
2. Understand the importance of effective participation in fulfilling one's obligation to society;
3. Understand basic computational and mathematical concepts and apply the knowledge;
4. Assume personal responsibility for oneself and his actions;
5. Possess knowledge of and respect for oneself in relation to interest capabilities;
6. Develop a positive, realistic recognition and acceptance of oneself;
7. Possess spiritual, ethical and moral values that will provide sound guides for personal living;
8. Understand and respect the worth, dignity and rights of others;
9. Understand, respect and appreciate the importance of home, family, and community life and America's form of government;
10. Be aware of and practice desirable health habits.

Project Sample Schools

In an attempt to sample the activity being carried out in the public schools of the state relative to Indian education needs and programs, a random sample of public school districts that conducted Indian education activities under Johnson-O'Malley (JOM) support during the 1974-75 school year were selected. The following two general criteria were utilized to develop this project sample.

A. Evidence of a JOM Project, 1974-75 (excluding Oklahoma City and Tulsa Public Schools).

B. Geographical representativeness of each of the major populations of the state where Indian people reside.

All counties that had at least one public school JOM project were included in the population to be sampled. This amounted to 27 counties consisting of 104 school districts in Eastern Oklahoma, under the jurisdiction of the Muskogee Area Office of the Bureau of Indian Affairs (BIA), and 16 counties, consisting of 39 school districts in Western Oklahoma under the jurisdiction of the Anadarko BIA Area Office. To randomly select 30 counties, county names were listed on separate slips of paper and placed in a "hat." Eighteen slips of paper bearing Eastern county names and 12 slips bearing Western county names were drawn from the hat, for a list of 30 counties.

To this list, respective lists of JOM school districts resident to those counties were added and numbered from 1 to n in alphabetical order. Slips of paper were then placed in a "hat" bearing a number for each school districts in County A, B, C, etc. An independent drawing then took place for each county on the master sample list previously identified. In those counties possessing only one JOM school district, no drawing took place and that district was immediately placed on the final list and considered to be in the final sample. This process produced a total of 30 sample school districts, 18 East (Muskogee) and 12 West (Anadarko). To this final sample Oklahoma City and Tulsa Public Schools were added in order to incorporate representation from the urban areas of the State. The following list shows the final sample of 32 public schools included in the project survey, and Figure 5 shows their location within the state.

In initiating the survey administration process, each of the 32 public schools received a letter of introduction from the Oklahoma State Department of Education or the Anadarko BIA Area Office. The

PROJECT SAMPLE SCHOOLS

	County	School	Total Average Daily Attendance	Indian Average Daily Attendance
		PUBLIC SCHOOLS		
1.	Adair	Stilwell	1278	351
2.	Atoka	Harmony	179	28
3.	Bryan	Bennington	254	55
4.	Blaine	Canton	418	111
5.	Caddo	Anadarko	1927	541
6.	Canadian	Calumet	244	23
7.	Carter	Ardmore	3682	159
8.	Cherokee	Tahlequah	2670	472
9.	Comanche	Cache	600	158
10.	Cotton	Walters	765	102
11.	Craig	Ketchum	433	55
12.	Creek	Gypsy	81	16
13.	Custer	Hammon	233	62
14.	Delaware	Jay	1339	339
15.	Hughes	Holdenville	1153	172
16.	Kay	Ponca City	5933	264
17.	Kingfisher	Kingfisher	1097	85
18.	Kiowa	Hobart	998	63
19.	Latimer	Buffalo Valley	286	39
20.	McCurtain	Broken Bow	1881	198
21.	McIntosh	Eufaula	1065	244
22.	Noble	Red Rock	152	85
23.	Okfuskee	Okemah	891	128
24.	Okmulgee	Morris	734	65
25.	Osage	Fairfax	478	72
26.	Pawnee	Pawnee	774	130
27.	Pontotoc	Byng	1237	210

PROJECT SAMPLE SCHOOLS (cont.)

28.	Pcttawatomie	Shawnee-Acme	185	69
29.	Seminole	Wewoka	1130	150
30.	Sequoyah	Vian	935	207
31.	Tulsa	Tulsa	58867	N/A
32.	Oklahoma	Oklahoma City	44909	N/A

Source: JOM 28th Annual Report of Indian Education in Eastern Oklahoma, 1975.

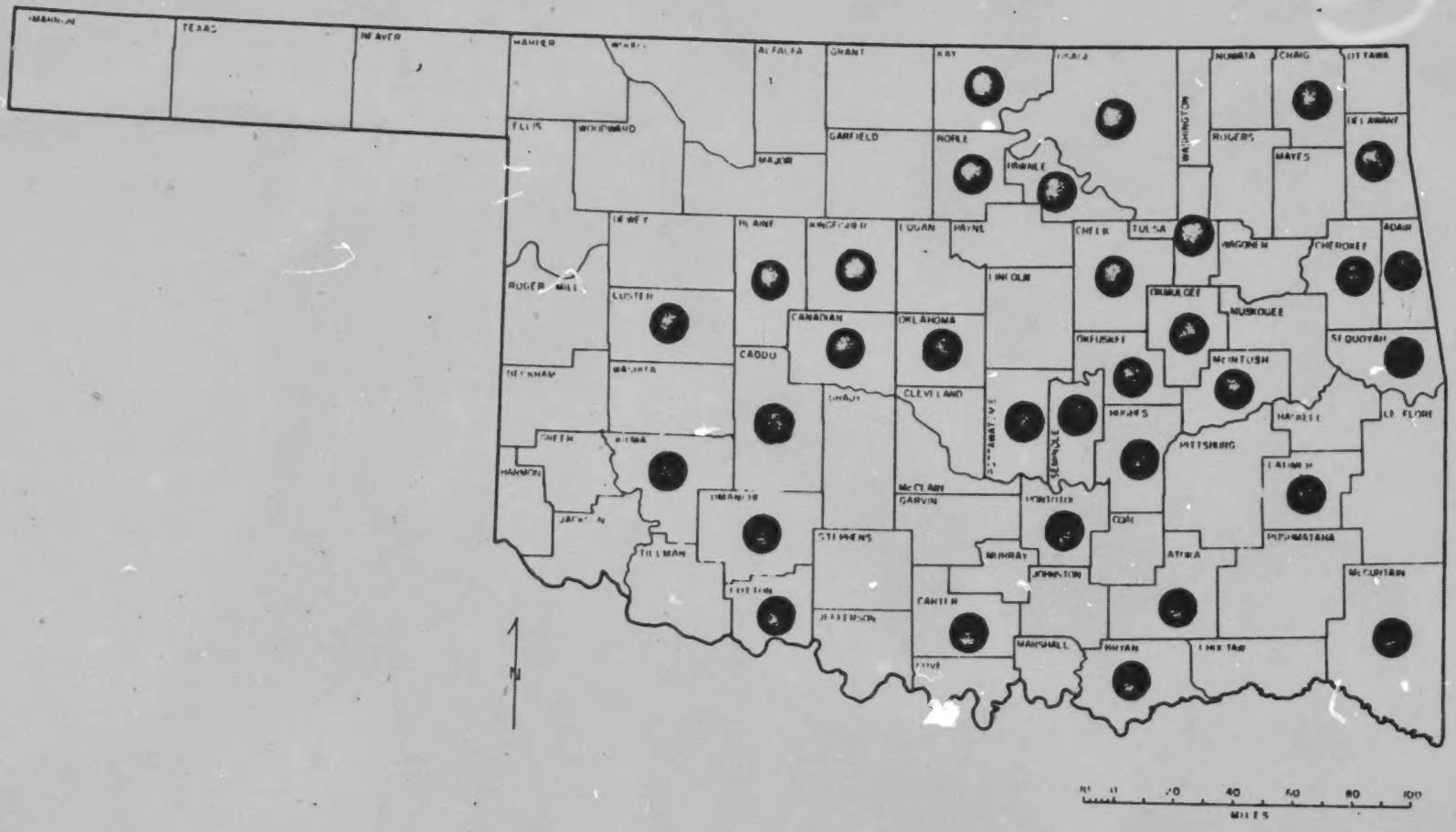

Figure 5: Location of Project Sample Schools

letter described the Oklahoma Indian Education Needs Assessment Project being conducted and asked for the school's cooperation and participation in the study. The letters were followed by a call from the project staff and a subsequent personal visit from one or more staff members. During the visit all questionnaires and forms were discussed and left with the school official to complete and return by mail. Every effort was made to have the superintendent of schools complete the desired instrumentation in order to bring consistency to the interpretation of the final results. This was followed fairly closely by all schools except in the case of Tulsa and Oklahoma City in which Indian Education Coordinators or their representative counterparts completed the task.

After all materials were discussed the official was asked to return the instrumentation by mail. Each individual school district packet contained essentially four major items to be completed.

A. An Individual School Questionnaire (See Appendix G).

B. Forms for the recording of existing academic achievement data.

C. A package of Educational Needs and Goals Questionnaires (previously described) to be completed by a selected sample of administrators and teachers, Indian teacher aides or counselors, and high school Indian students.

D. The Coopersmith Self-Esteem Inventory and the Nowicki/Strickland Locus of Control Scale, two instruments administered in an effort to determine, respectively, how a student views himself and how much control he perceives

himself as having over his environment. Together both instruments give one indication of the social and emotional development of the individual.

The latter two items of the package (mentioned previously) will be discussed in detail in terms of their development and administration in this study in another section of this report; thus we will only discuss the individual school questionnaire and its appropriateness for this section of the needs assessment report.

The Individual School District Questionnaire is made up of four sections and the items pertain to various aspects of the operation of a school system. Section I pertains to elementary and secondary curriculum offerings. It was assumed that each particular school district in the sample, being a part of the state of Oklahoma common school system and accredited therein, would be offering at least the minimum foundation or basic program in order to receive state financial aid. Thus, the individual school questionnaire asked for an indication of supplemental programs above and beyond basic minimal foundation educational programming. In addition, the number of Indian students participating in the areas of elementary and secondary education was requested.

In Section II, Federally Funded Education Programs information was sought. Provision for the amount funded, grade levels and numbers of students including Indian students participating were the general overview or objectives of the program which were requested. Suggested federal programs, specifically those involving Indian students were: Johnson-O'Malley; Title IV - IEA; Title I - ESEA; Title III - ESEA; and other, in which specific space was provided for the respondent to indicate several other types of federal programs that were being conducted.

Section III requested response to some general questions with regard to the operation of the educational program as it affected Indian students. General topical areas of information requested included:

A. Drop-out Experience, Indian and Non-Indian;

B. Bi-Lingual/Bi-Cultural Educational Programming;

C. Evidence of literature and materials that relate specifically to Indian students and the adequacy of such holdings;

D. Availability of counseling and guidance services, both for personal and occasional vocational/career counseling including scholarship information, etc.;

E. Adult Education opportunities being conducted within the school system; and

F. Vocational-Technical offerings and opportunities both within the school system and within the area (e.g., area Vocational-Technical school opportunities, etc.).

Section IV dealt with facilities available in the respective school districts where the majority of elementary and secondary Indian students attended classes. There was also a question about any recent or current construction and the relative ability of the individual school district to carry on a construction program to meet the needs of the school age youngsters in the school district. The general findings resulting from these questionnaires will be reported intermittently throughout the common school system section of this final report in the appropriate places where particular educational matters such as facilities, vocational technical educational opportunities, bi-lingual/bi-cultural education, etc., are dealt with.

Population and Enrollment Data

In attempting to enumerate the current population of Indian school age children in Oklahoma, an investigation shows a variety of data bases being utilized. The data bases studied and reported in this particular document include: the 1970 Bureau of Census figures; the State Department of Education Student Profile Data Base; the JOM Student Enrollment Data Base; and Title IV, Part A of the Indian Education Office Student Data Profile.

1970 Census of Population, Federal Bureau of Census

Table XXVI indicates that there were 96,803 Indian people residing in Oklahoma in 1970 based on a 20 percent sample of the total population. In terms of school enrollment, of the total figure shown, 30,737 Indian people were enrolled in formal education in 1970 from the nursery school level through college. This included an age range from 3 to 34 years and indicated that 55.4 percent of the total of this age range was enrolled in some school experience. Table XXVII shows a school age population in 1970 between 5 and 18 years of age of 32,625 Indian persons. If one extrapolates from the 1970 data and includes only those youngsters from birth to 13 years, this would be somewhat commensurate to today's kindergarten through 12 grade population and would thus show a potential enrollment of 30,251 Indian students. One must keep in mind throughout the analysis of the census population that: (1) it is taken from a 20 percent sample, and (2) the indication of Indian heritage or the fact that a person possesses Indian blood is based upon self-identification of the subject in response to the census survey.

There is no attempt by the Census Bureau to verify heritage against any tribal rolls or federal documentation. Also, shown on the map on the succeeding page is an enumeration (via the 1970 Federal Census, 20 percent sample) on a county-by-county basis of the suggested Indian population counts (Figure 6).

Oklahoma State Department of Education
Enrollment Report

Shown in Table XXVIII is a report of the 1974-75 enrollment of school age youngsters in public schools of Oklahoma. The analysis is presented by grade level including ungraded (NU), special education (SE) classes, and ethnic background. This data indicates that there were approximately 61,087 Indian students (10.1 percent of the total) in the public schools in the state (1974-75). These data are based on a self-identification process in each public school district as they indicate their total enrollment and average daily attendance for purposes of accountability to the State Department of Education for state financial reimbursement.

Johnson-O'Malley (JOM) Public
School Enrollments

Table XXIX shows an enrollment breakdown of Johnson-O'Malley (JOM) participation for the last five years. It is presented here only to indicate enrollment data as indicated through JOM funding throughout the 143 school districts in the state that were served in 1974-75. This data will be presented later in another section of the report dealing with JOM funding and program activity. These data indicate that there were 13,707 Indian students enrolled in these 143 school districts served. Of course, JOM requirements mandate that only those Indian

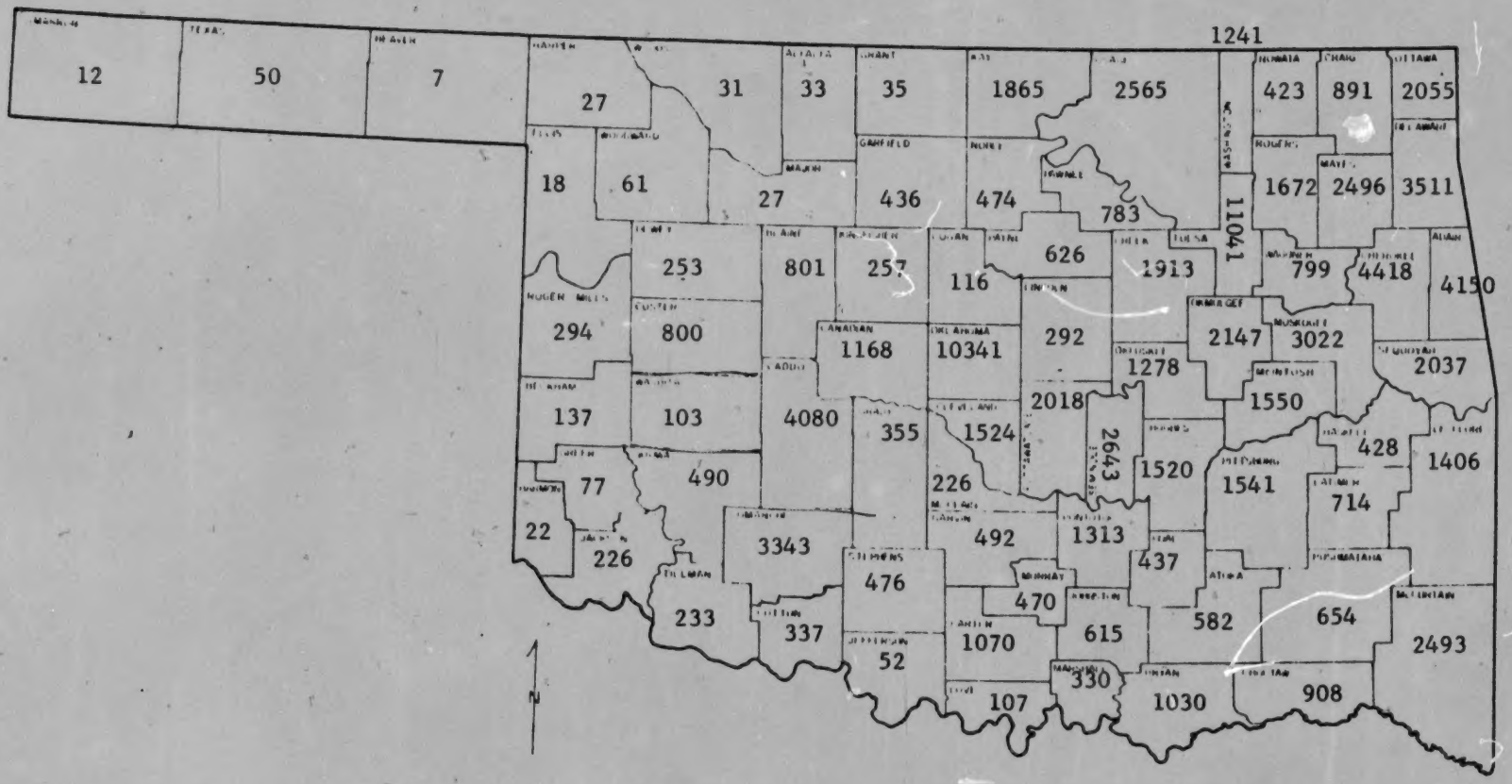

Figure 6 : Oklahoma Indian Population by County: 1970.

Source: 1970 Federal Census

students possessing one-quarter or more degree Indian blood are enumerated unless excepted by law. Thus we have a direct explanation for the much smaller (compared with State Department of Education or Title IV - IEA data) number of Indian students apparently participating in educational programs in the public schools in the state. It should also be noted that according to the Indian Education Section of the Oklahoma State Department of Education these data are verified from the tribal rolls or other appropriate documentation for accuracy.

Title IV - Indian Education Act

Table XXX indicates an Indian pupil enrollment in fiscal year 1975 for the school year 1974-75 in Oklahoma of 86,688 students. This shows an increase of over 16,000 from the preceding year and over 46,000 from the first year (FY '73) of the administration of funds under Title IV, Part A of the Indian Education Act, 1972. An interesting phenomenon may be noted in Table XXX, in that Oklahoma is the only state with the exception of Alaska and Alabama to show such dramatic gains in enrollment over the three-year life of this federal educational program for Indian students.

These data are collected and verified by each individual local educational agency or public school system administrator enumerating the Indian student enrollment through the process of self-identification or by whatever process is devised locally and reporting that to the Washington office of Title IV, Part A. These counts are then verified with the respective State Departments of Education and used as the legitimate Indian enrollment in the determination of funding of individual grants for each respective school district.

Summary

It is interesting to note the rather substantial disparity between the various data bases reporting Indian enrollments of school age in the state of Oklahoma. These enrollments range from a potential of 30,251 based on the 1970 Bureau of Census sample survey projected to 1975 to over 36,000 based on Title IV, Part A data under the Indian Education Act. Also included is JOM information indicating over 13,700 students of one-fourth or more degree Indian blood. One qualifying statement should also be made that JOM data indicates only those verified Indian students that actually were enrolled in programs that were funded and does not include the potential one-quarter blood Indian students in urban schools whose districts did not qualify for Indian funding, or districts which for any other reason did not participate in JOM funding.

Professional Staff Profile in Common Schools of Oklahoma

A review of the composition of the professional staff of the common schools of Oklahoma (Table XXXI), shows that there were 32,861 professional personnel in 1974-75 ranging from the superintendent to persons employed in federally reimbursed programs. Approximately 62 percent of the professional educators have Bachelors's degrees, 37 percent have Master's degrees, and the balance are distributed over professional diplomas, Doctor's degrees and other related educational certification.

The greatest number of professional educators in the state's common schools were elementary teachers while high school teachers were second high in number. Somewhat expectedly, incumbents of these positions

compose approximately 59 percent of the total professional educational staffs of the state's common schools.

It is interesting to note the relatively small number of school counselors (701). This computes to a pupil-counselor ratio for the entire state of nearly 900:1, far above the recommended maximum under accreditation guidelines.

Table XXXII shows an analysis of the professional staff in the state's public schools by race and sex by position. Note that there are almost 353 educators who indicated Indian backgrounds of the total of 33,128 professional staff members in public schools in the state. Decimal fraction percentages are reported in order to reflect full-time equivalent (FTE) assignments. Certain persons will have job assignments that encompass more than one role (e.g., non-teaching principal - .616, high school teaching - .392). It is interesting that of 353 Indian personnel, the majority are employed as elementary teachers, 117 , and high school teachers, 71. Only approximately 15 Indian persons are indicated as professional counselors.

In looking at the professional staff distribution in the sample schools included in this project study, we may note in Table XXXIII that only in one school system does the Indian professional staff approach 10 percent of the total. In many cases where the Indian student body makes up well over 10 percent of the student body there are no Indian professional staff indicated.

In summary, all of these data presented in this section are based on locally devised enumeration processes and are gathered by the State Department of Education. As such, they are not verified other than by the local administrator when the data are submitted on State Department-required forms.

Bi-Lingual/Bi-Cultural Educational Programming

Very little information is available at the State Department of Education level regarding the current status of educational offerings in the public schools of the state in Bi-Lingual and Bi-Cultural Education. One source of federal funding for this particular area of education is Title VII of Public Law 92-318, The Emergency School Aid Act (ESAA). The State of Oklahoma received approximately $3,642,558 of federal funds under Title VII of ESAA in 1974-75. The major purposes or goals of these programs on a statewide basis were the following:

A. to facilitate the elimination of minority group segregation and discrimination of students and faculty in elementary and secondary schools,

B. to encourage the voluntary elimination, reduction and prevention of minority group isolation in elementary and secondary schools which have substantial proportions of minority group students,

C. to aid school children in overcoming the educational disadvantages of minority group isolation.

The following schools received ESAA funds for human relations programs to serve the number of students listed.

Pilot Projects	Total Students	Indian Students*
Oaks Mission	449	304
Millwood	1037	NA
Kenwood	102	90

*Source: Title IV, Part A, Indian Education Act - 1972.

Pilot Projects	Total Students	Indian Students
Basic		
Morris	751	11
Colcord	611	330
Ardmore	4096	908
Coalgate	688	150
Muskogee	8189	77
Dewar	545	102
Pawhuska	1251	133
Oklahoma City	54039	2560
Oaks Mission	449	280
Beggs	797	52
Porter	588	143
Okmulgee	3508	361
Frederick	1518	32
Hugo	1820	592
Boynton	270	4
Byng	1402	923
Wewoka	1303	313
Boley	352	173
Hartshorne	1120	310
Tulsa	67802	3392
Grant	411	16
Pleasant Grove	227	102
Preston	258	267
Sapulpa	4346	1307
Eufaula	1143	597
Jay	1674	839
Checotah	1360	144
Tipton	607	23
Red Rock	180	109
Salina	658	439
Henryetta	1357	432
Non-Profit Organization Projects		
Anadarko	2131	1221
Binger	325	255
Lawton	20403	3180
Bi-Lingual Projects		
Stilwell	1297	683
Greasy	280	194

As can be seen from this listing, a significant number of these schools have relatively large percentages of Indian students. Again, these funds were administered under the Emergency School Aid Act and were

aimed at the elimination of discrimination and segregation among students and faculty. Two particular projects, Stilwell and Greasy, were identified as bi-lingual as can be noted in the attached list.

OU Consultative Center for

[illegible]l Educational Opportunity

Also included in the area of bi-lingual/bi-cultural activity particularly aimed at Indian Education in the state of Oklahoma are the activities conducted by the University of Oklahoma Consultative Center for Equal Educational Opportunity. As can be seen in the goals statement, on the next page, the Center is currently conducting two programs; one funded by Civil Rights, Title IV support, and the other by Title IV, Part B of the Indian Education Act. The major objectives of these activities include the development and implementation of bi-cultural education curriculum in the 12 public school systems being served, and the dissemination of a bi-cultural model to 100 Oklahoma public school districts with Native American populations.

Project Sample Schools

Table XXXIV indicates that of the 22 project sample schools responding to the Individual School District Questionnaire, 21 indicated that they conducted no program for Indian students in the area of bi-lingual education. An identical number indicated no need for such a program. Without identifying school districts by name, the following are representative comments of respondents with regard to the question of the need for bi-lingual educational programs:

UNIVERSITY OF OKLAHOMA

CONSULTATIVE CENTER FOR

EQUAL EDUCATIONAL OPPORTUNITY

As a public service to public schools in Oklahoma, the Consultative Center has two educational training programs on Indian Education.

I N D I A N C U R R I C U L U M

T R A I N I N G M O D E L

TITLE IV - CIVIL RIGHTS (DESEGREGATION)

Anita Chisholm - Program Specialist

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Public School personnel receive in-service training on Oklahoma tribal cultures and history. Committees of school personnel (5 institute team developers) are formed to plan and develop Indian Curriculum in 7 public school districts:

- Oklahoma City
- Tulsa
- Muskogee
- Ardmore
- Anadarko
- Shawnee
- Jay

TITLE IV, PART B - INDIAN EDUCATION

Suzanne Sockey - Program Specialist

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In-service training of public school personnel on Oklahoma tribal cultures and history is provided. Committees of school personnel, parents, students and local resource tribal people (8 institute team developers) are formed to plan and develop Indian Curriculum in 5 public school districts:

- Carnegie
- Idabel
- Watonga
- Wewoka
- Pawnee

Major Goal: Implementation of curriculum on Oklahoma tribal nations on their customs and history in the public school systems to educate non-Indians about American Indian culture and to help improve self-identity and opportunities for Indian students.

Objectives:

1. Revise the curriculum to meet the needs of Native American students in 12 Oklahoma public schools in regional areas with significant Indian population.
2. To develop and implement a bi-cultural education curriculum in 12 Oklahoma public school systems.
3. To provide in-service educational programs to a selected curriculum planning team that will design, implement, and evaluate and educational program to more effectively meet the needs of Native American students.
4. To disseminate a bi-cultural education model to 100 Oklahoma public school districts with Native American populations.
5. This program will provide 600 man-days of in-service training for personnel in the 12 participating school districts.

"No student in our school has a bi-lingual problem. All are speaking English."

"No bi-lingual students enrolled."

"Our school offers a French language for both Indian and Non-Indian. We do not have any courses in an Indian language."

When sample school respondents were asked to indicate the presence of Indian culture programs, 13 responded "yes," four "no," and five either "no answer" or "this did not apply." In terms of the adequacy of our Indian cultural literature, ten sample school respondents indicated that such literature was adequate in their school district, six said it was not, and six did not answer this particular question.

As noted in the survey instrument in the appendixes, respondents were also asked to describe cultural educational programs for or about Indian students. The following kinds of programs were indicated for those districts that responded affirmatively in terms of sponsoring Indian culture programs.

"Arts and crafts (mentioned at least six times)"

"Indian club and JOM; cultural trips; speakers for assembly plus banquets for Indian students graduating from grades 8 and 12."

"We have three sections of Indian history this year. Students take field trips. Resource persons such as Osage are used when possible."

"Films and film strips are used at times."

"It is coordinated with our arts and crafts project and our Choctaw language course."

"Participation in pottery and beadwork. Seminole-Creek language classes held. Authentic Indian puppets made of clay and dressed in authentic Seminole costumes used to perform in state meeting. Indian games and songs taught by local Indian artists are brought into the school."

"All schools participated in a non-profit project last year and had cultural projects in each school. Everything from Indian foods to prominent Indian professional people to talk with Indian students."

"We have an Indian awareness unit that is taught at lower grades. This unit lasts for about one week and is integrated into the entire practicum. The junior high and senior high have dress reviews, suppers, etc."

"Title IV project involves doing research on five civilized tribes. They are now working on their third publication called, "The Indian Way; Chickasaw" (previous books have dealt with Choctaws, Seminoles, and Creeks)."

"Students are involved in cultural programs provided by JOM and Title IV funds."

"Through the plains' Indian clubs, the Indians often visit places of interest through JOM. We have a special graduating program for the eighth and twelth graders. We have Indian speakers in the high schools who have spoken to all the students on Indian heritage."

"We have an Indian club. In it we have strived to promote Indian culture and improve Indian/Non-Indian relations in the community."

Other suggested cultural opportunities available in the sample schools were elementary cultural education studies program, an Indian Art Mobile, and an Indian studies curriculum. Also, in several districts the Indian Heritage Club was mentioned as a way to promote Indian culture.

Project sample school respondents were asked to describe the school district's literature and material that relate specifically to Indian culture. Every attempt was made during the interview/survey-administration project process to direct this question to the school librarian or that person's counterpart. The following responses indicate the kinds of school district literature and/or materials dealing with Indian culture as seen through the eyes and perceptions of public school librarians and/or administrators.

"Many library books of history, biographies, fiction."

"Indian decorated pictures, painting, beadwork, leather work. Films on Indian history and culture."

"We had various reference material and accession books in storage during 1974-75. We have an excellent selection of books and material (Indian related) in the library."

"Very few requests for Indian literature are turned down. Our libraries are adequately staffed with this type of book. Requests dealing with just Cheyenne or just Arapahoe is difficult to fill because very little has been published on these tribes as individual units. Jointly there is quite a bit of information."

"The high school and junior high library has a number of books on Indian culture. Last year we bought a collection of some 25 new books, collections of literature by and about Indians."

"The school district has recently purchased about 200 different titles of books about Indian culture, history, famous individuals, and art."

"We are beginning to develop media in books relating to the Indian. We have a number in the high school library last summer. 185+ books about Indians specifically were added."

"Fiction books based on Indian culture; arts and crafts books; Indian historical books."

"Our media center library has an excellent collection of Indian books, film strips, tapes. We have been carefully selecting them over the past several years. We feel it has been very adequate."

"This school district seems above average compared to other surrounding schools and new sources are being searched for additional source materials."

"During the past two years we have bought approximately 100 books and several filmstrips relating specifically to Indian history and culture. We intend to purchase other materials from the library and poll the teachers to find out what they want."

"Mentioned by (several) extensive library selection relating to Indian culture."

"Very little."

"Indian counselor has material in her office. School librarian has a section relating to Indian culture. The elementary school has books and material."

"There are stories in our literature books and reading books about Indian culture."

This is a summary of the bi-lingual/bi-cultural opportunities available in the project sample schools as suggested through the responses of administrators and/or persons, such as librarians, who are directly in charge of printed and audio-visual materials or other items related in any way to Indian culture or opportunities.

In an effort to cross-validate these responses, the project staff administered a similar survey instrument regarding bi-lingual/bi-cultural education to Indian teacher aides in the sample schools who had been hired primarily with JOM funding. Following is a question-by-question analysis of these responses.

1. Does this school district have any type of bi-lingual education program for Indian students?

YES	NO	N.A.		TOTAL
3	46	1	=	50

If yes, please describe.

2. Of the 3 Teacher Aides that said their school had bi-lingual programs; one said they had a program for elementary grades and one said they had a program for French and English.

3. In your opinion, is there a need for a bi-lingual program for Indian students in your district?

YES	NO	N.A.		TOTAL
16	30	4	=	50

4. Does this school district have any type of Indian culture program(s)?

YES	NO	N.A.		TOTAL
25	21	4	=	50

If yes, please describe.

5. Of the 25 that said they had an Indian culture program(s):

Indian dance	2
Arts and crafts	11
Indian Heritage Club	4
Indian history	4
Indian culture program only in elementary	3
Program for teacher to understand Indian customs	1
Indian music	1
JOM cultural teaching units	1

6. Describe the extent of this school district's literature and/or materials that relate specifically to Indian culture:

Library contained materials on Indian culture	23
Film strips	6
Indian Curriculum Department	1
Tapes	2
History class materials	2
Arts and crafts	3
Course in Indian culture	1
Indian Heritage Week	1
Beading and weaving looms in school	1

7. In your opinion, is this literature adequate?

YES	NO	N.A.		TOTAL
18	23	9	=	50

8. Additional comments:

More materials needed	4
Indian aides and counselors good for Indian students	1
Reading levels of materials too high (limited amount for elementary grades)	3
Indian adult to come into classroom to answer questions is needed	1
Courses in Indian culture, language and history should be offered as electives	1
More Indian teachers	1
Better history books	2

Summary

Presentation of these data reflects one possible perspective of what might be projected relative to bi-lingual/bi-cultural education needs and program status in the common schools of the state. No argument is posited herein with regard to the quality or effectiveness of individual materials or programs being offered in the state in the area of bi-lingual/bi-cultural education as it currently relates to Indian students.

School Holding Power

Very few statistics of any comparable base are kept on school holding power situations in the public schools in Oklahoma. At the local school level, statistics on such phenomena as absenteeism, tardiness, participation in curricular and non-curricular activities, and drop-out with all its many and varied definitions (leave, transfer, withdraw, expelled, etc.), may be available in a variety of forms

(or formats), however, comparing these data across districts and between locally defined categories of school holding power may be nearly impossible.

One particular attempt at gathering data relative to the drop-out situation at the state level has been made by the Indian Education Section of the State Department of Education. Statistics that have been compiled for JOM participants, for the years 1971 through 1974-75 (Tables XXXVa-e), show a noticeable decline in students from the 8th to the 12th grade for each particular year. These data are arrayed by grade and year in the tables and show a general decline in Indian enrollment beginning in the 9th grade and declining approximately 100-150 students per year until the 12th grade where the number is approximately 53-58 percent of the 8th grade enrollment. These data are for total completion only and do not represent total enrollment. One must also realize that these data do not compare on a longitudinal basis from the 8th to the 12th grade, but compare only cross-sectional data from the 8th to the 12th grade and in that sense compare different cohort groups.

In comparing the attrition rate for the total student body, including Indian enrollments, it may be observed that the attrition rate from grades 8 through 12 over the five-year span is in the area of 20 percent (Tables XXXVa-e). Again these are original entries on enrollment ledgers and do not consider total completion counts as does the Indian enrollment completion analysis previously mentioned. This does, however, give some indication of the severity of the drop-out situation as far as Indian students are concerned, particularly in the secondary school age Indian student.

Project Sample Schools

Other sources of data were sought in order to assess the potential drop-out situation of Indian and Non-Indian students. The respondents to the Individual School District Questionnaire were asked: "How many students left during the (1974-75) school year?" "What percent of those students leaving requested transcripts (indicating transfer to another school)?" and "Does your school currently have any kind of a drop-out prevention program?" The results as tabulated are in Table XXXVI.

For the 22 project sample schools included in this analysis, 1,398 students from grades K-12 withdrew from the schools during the 1974-75 school year. Three hundred fifty-two of those students, 25 percent, were indicated as Indian students. This percentage is noticeably larger than a cross-section of the sample schools student body populations. In response to the second question asked of the project sample schools, "What percentage of the students leaving requested transcripts?" 795 of the total "leaving" group, 56.9 percent, requested transcripts, indicating their potential enrollment in another school or educational setting. Of those 795 "leaving" students, 266 were indicated to be Indian students, and thus it may be shown that over 75 percent of the Indian students leaving were potential transfers to another educational setting and were not necessarily drop-outs from the public school system per se.

One additional source of information that may provide some indication of status with regard to Indian enrollment and its stability may be seen in Tables XXXVII and XXXVIII. The public enrollments on a statewide basis are listed by total enrollment, by Indian enrollment, and by percent Indian of total enrollment by grade level. As depicted

in the accompanying line graph, one may note that the Indian enrollment as a percent of the total enrollment begins to peak in the middle and upper elementary grades and then rapidly recedes in both absolute numbers as well as percentage in the secondary grades. The 12th grade Indian enrollment, 3,418, is approximately 60.3 percent of the 5,668 peak enrollment of the 7th graders, and only 61.5 percent of the 9th grade enrollment. The respective figures for the 1974-75 total statewide student body enrollment, including all ethnic groups, are 78.7 percent and 75.6 percent. This seems to indicate that there may be more of a tendency for the Indian student to drop out or leave during the secondary school years.

As previously cited in an earlier part of this section relative to the JOM data, for the investigation to be more accurate, it would have to trace a cohort group through from some logical beginning point to an equally rational termination point in the formal schooling process before tentative conclusions could be drawn with regard to the status of the "school-leaving" situation, both Indian and Non-Indian.

Summary

In summary and with regard to the project sample schools, these data are deemed to be accurate. Without further in-depth study and analysis of the situation, the representativeness of these data to the entire state public school system student body, both Indian and Non-Indian, is not known.

Facilities

Scattered information is available at the state level in regard to the adequacy of the educational facilities in the state school system.

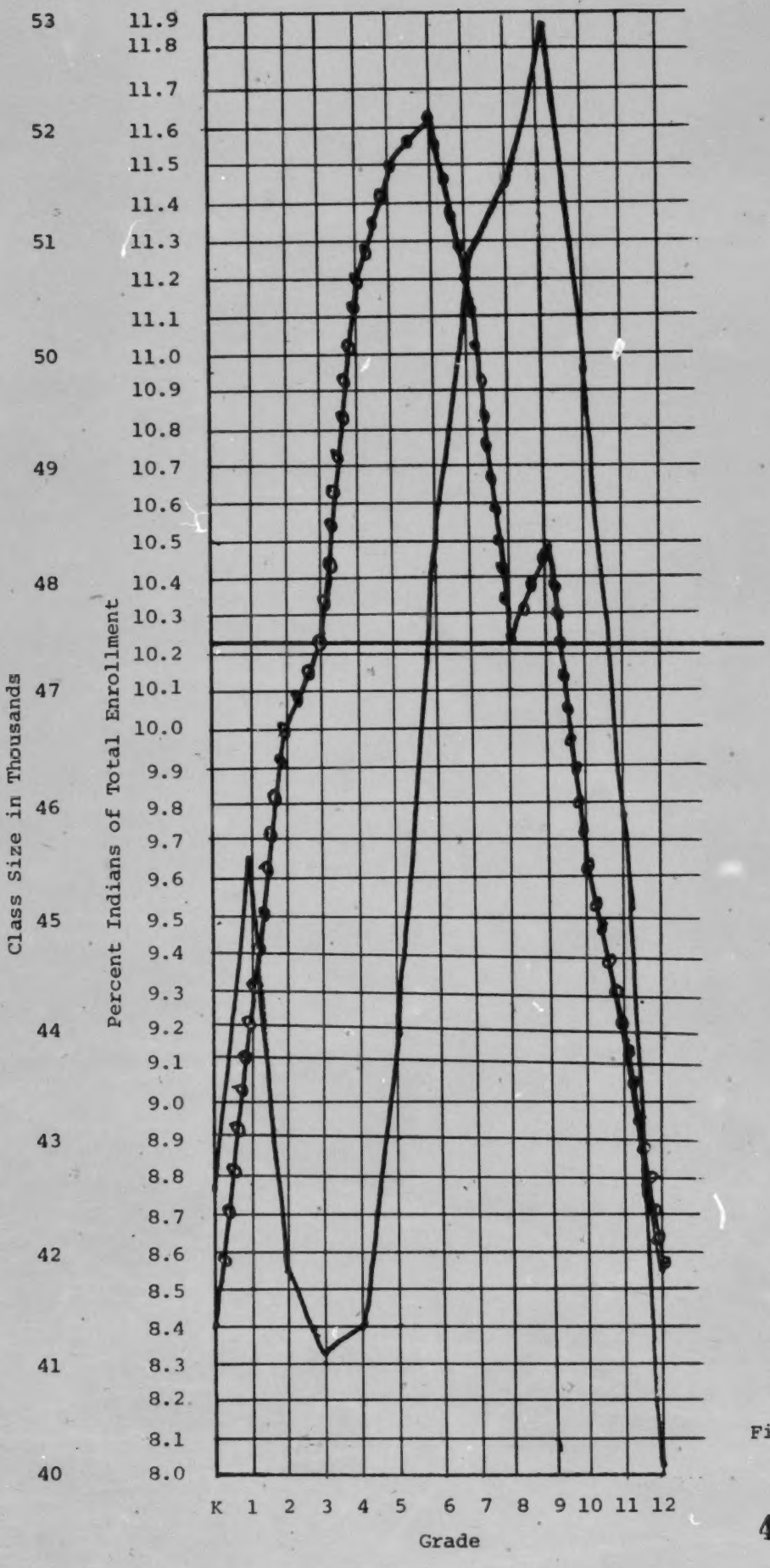


Figure 7: Percent Indians of Total Enrollment by Grades K - 12, 1974-75.

This is particularly the case with regard to those schools enrolling significant numbers of Indian students. What little information is available is the result of locally designed studies carried out through Board of Education initiated self-studies or through the impetus of periodic school accreditation visits. Thus, it became evident there is little attempt at the state level to assess and evaluate public school facilities on a statewide basis. In 1969, however, the State Department of Education carried out a statewide assessment of elementary and secondary education under the auspices of Title III of the Elementary and Secondary Education Act. One of the major subsections of the summary report of those findings dealt with facilities and is related to the objectives of this report and to the current state of Indian education within the public schools of Oklahoma, in that it is presented herein as one indication of the state of facilities and total physical environment of the educational climate of public schools of Oklahoma. A qualifying statement must be made, though, because:

A. This survey is some six years dated,

B. It is based on the responses of in-resident administrators and teachers, and

C. No definitive criteria or standards were documented against which respondents judged facilities adequate or inadequate.

Adequate classroom lighting was reported in 85 percent of the schools, with 75 percent of the classrooms having good acoustics. Sixty-three percent of the classrooms are adequate in size, while 70 percent of the furniture is reported as serviceable. Ventilation is considered good in 70 percent of the classrooms, while only 17 percent of the classrooms report air conditioning. Heating is adequate in 80 percent of the schools reporting. Restrooms were deemed adequate in 62 percent

of the elementary schools and in 76 percent of the secondary schools, while water fountains were adequate in 71 percent of the elementary schools and in 83 percent of the secondary schools.

Approximately 3,173 teachers consider their classroom lighting to be inadequate. This affects more than 80,000 students who must learn under less than favorable conditions. More than 4,976 teachers report the lack of suitable acoustics in their classroom for optimal teaching. This affects approximately 124,400 children. Approximately 7.632 tachers reported having classrooms too small for optimal learning conditions. This affects approximately 190,800 students. More than 6,233 teachers reported inadequate furniture for classroom use, affecting nearly 155,825 students.

Approximately 5,109 teachers viewed classroom ventilation as inadequate. This affects approximately 127,725 students. More than 16,618 teachers reported a lack of classroom air conditiong. This affects 415,450 children. Inadequate heating was reported by 4,000 teachers. Approximately 100,000 students are in classrooms with inadequate heating.

Restroom facilities were deemed inadequate by 5,877 teachers, affecting 146,925 children. Water fountains were reported inadequate by 3,736 teachers, affecting 93,400 students.

With from 15 to 25 percent of the students in Oklahoma attending schools with less than adequate facilities, it was recommended in 1969 that provisions be made to reduce inadequacies in physical facilities, particularly with respect to lighting, acoustics, furniture, ventilation, and classroom space.

CHILDREN IN OKLAHOMA:

Need More Adequate Library Facilities

Have No Central Libraries

Need Central Libraries

Have No Films or Film Budgets Available

Have Untrained Teachers in Audio-Visual Use

Have No Media Specialists to Assist Teachers

STUDENTS NEEDING BETTER FACILITIES

Adequate Lighting	80,000
Suitable Acoustics	124,400
Adequate Size	190,800
Serviceable Furniture	155,815
Adequate Ventilation	127,725
Air Conditioning	415,450
Adequate Heating	100,000
Adequate Restrooms	146,925
Adequate Water Fountains	93,400

Project Sample Schools

The sample school respondents were asked to indicate for purposes of this study the local perception of the adequacy of facilities in general and in particular for those school building plant sites that provide instructional space for the majority of Indian students in the district. The general site characteristics that the sample school respondents were asked to report on included:

A. Site (size and accessibility)

B. Building Structure

C. Administrative Space

D. Instructional Space

E. Special Areas

F. General Service Areas

G. Heating, Ventilation, Air Conditioning

H. Lighting

I. Fire Protection

J. Water Supply and Sanitary Facilities

Table XXXIX indicates the responses pertaining to 62 buildings resident to the 22 project sample school districts included in this survey that house a majority of Indian students in those districts. The majority of the respondents tended to believe that their individual school building facilities range in the main from good to excellent.

The Johnson-O'Malley (JOM) Program

The Johnson-O'Malley Act of 1934 authorized the Secretary of the Interior of the United States to enter into contracts with any state or territory for the purpose of funding Indian education. This particular function has been carried out by the Indian Education Section of the Oklahoma State Department of Education continuously since 1948 until the beginning of the 1975 fiscal year when the Anadarko Office of the Bureau of Indian Affairs (BIA) began administering these programs directly to the schools in the Western part of the state.

Table XL shows a five-year history of enrollments and number of districts served in the state of Oklahoma under JOM programs. The 1974-75 enrollment data combines the Eastern Oklahoma JOM programs with the Western programs and there is no delineation in this case between kindergarten and grades 1-8.

As is also shown in Table XL, the enrollment and participation in JOM programming has been fairly stable throughout this five-year period in terms of number of districts served and the number of pupils participating under direct benefit of JOM funding.

To qualify for Johnson-O'Malley special program funds, a minimum of 10 percent of a given school district's total enrollment must be one-fourth or more Indian blood quantum. Schools with less than 10 percent may qualify, however, by showing an exceptional need in a given area. The requirement of the local school district is the establishment of an Indian Education Committee (IEC) with at least five members duly elected by Indian people of each school district. The purpose of this IEC is to insure Indian parental involvement in determining the educational needs of their children. The primary responsibility

of the committee is to serve the school in its respective district in defining the needs of Indian students, developing projects to be funded by Johnson-O'Malley, and approving the projects submitted to the Indian Division of the State Department of Education or the Anadarko Area BIA Office. In all cases, the amount of JOM funds a school district receives is based on the number of eligible Indian students enrolled along with the financial needs of the school and educational needs of the participating Indian students.

Following is a brief history of the Johnson-O'Malley program in Oklahoma over the last five years.

1971-1972

1. Special program support of $1,721,122 went to 142 public school districts to support the education of 12,734 students ($135.16 per student).
2. This was the last year of the use of JOM funds for free or reduced cost lunches for needy students.
3. This was also the final year for payment of basic support to schools.
4. A growing emphasis on Indian parental involvement in the determination of JOM fund expenditures was stressed.
5. Approximately 700 teachers and Indian students and 141 teacher aides attended workshops throughout the year at Institutions of Higher Education in the state of Oklahoma for training in Indian awareness.
6. JOM funds helped support 49 summer programs in schools enrolling Indian students in remedial make-up work.

1972-1973

1. Special program support of $1,688,880 went to 130 public school districts to support the education of 12,972 students ($130.19 per student).

2. This was the first year in the history of Indian education in Oklahoma where JOM funding was solely targeted toward special programs in schools.

3. $263,746 was allocated toward parental costs in eligible school districts. This was the first time in the history of the Indian Education Division that this type of special allocation was made.

4. Regional meetings were held across the state for the purpose of defining the role and responsibility of the Indian Education Committee members and school administrators in jointly developing JOM projects.

5. JOM funding supported a teacher aide workshop at East Central State College involving 172 participants.

6. Two county cooperative programs were also funded by JOM: a speech therapy program in Cherokee county and an art program in Comanche county.

1973-1974

1. There were 147 school districts participating in JOM special programs during this school year involving a total Indian enrollment of 14,630. A total of $1,761,098 or $118 per student was allocated to participating districts.

2. A comprehensive training program for teachers of Indian students was implemented. Four centers were established and 180 teachers were enrolled. Major objectives of the in-service training were to make teachers more aware of the many unique problems faced by Indian students and to help the teachers better understand Indian culture and historical background.

3. Two-hundred twelve Indian Education Committee members attended a workshop designed to bridge the communication gap between the Indian Education Committees and local school administrators.

4. JOM funding again supported a teacher aide workshop conducted at East Central Oklahoma State University.

5. Two county cooperative programs, Speech Therapy in Cherokee county, and Art in Comanche county, were also funded by JOM.

6. Two complete full-time tutorial programs at the Indian hospitals located in Talihina and Tahlequah were also supported by JOM funds.

1974-75

1. One-hundred four school districts in the state were served under the administration of the State Department of Education, Indian Education Division; 39 through the Anadarko Area Office of the Bureau of Indian Affairs.

2. A total of 13,707 students were served through these 143 districts. A total allotment of $1,752,487 or $127.85 per Indian student was expended on special programs and parental-cost items.

3. Special education services were extended in 41 Eastern schools representing 56 separate units which included the following:

   a. Educable Mentally Handicapped (EMH)-28.

   b. Children with Learning Disabilities (LD)-15

   c. Trainable Mentally Retarded (TMR)-3

   d. Physically Handicapped-2

   e. Speech Therapy-5

   f. Gifted-1

   g. Professional Personnel-1

   h. Visiting Counselors-1

4. Comprehensive training programs for teachers of Indian students were continued in the area of the Muskogee office jurisdiction. The major objective of this in-service training was to assist teachers in becoming more aware of the many unique problems faced by Indian students. Two centers were established for the 100 teachers enrolled. The program was developed for the purpose of creating curriculum units of instruction. A total of 17 units were developed and were to be implemented in JOM schools in Eastern Oklahoma during the fall of 1975-76.

5. Workshop activities were continued for local Indian Education Committee members and school administrators at Northeastern Oklahoma State University and East Central Oklahoma State University. Two-hundred forty-three persons participated in these workshops and the objective was the improvement of understanding of operations between committees and administrators in the on-going development of local JOM projects. The five county cooperative programs were expanded to include a second speech therapist. The full-time tutorial program was continued at Tallihina Indian Hospital.

School District JOM Program Activities, 1974-75

Table XLI indicates the variety and kinds of activities that were supported for Indian education by JOM funds during the school year 1974-75. In Eastern Oklahoma, there were 104 districts offering a variety of educational activities ranging from arts and crafts related programs to tutorial services. Teacher aides were the most commonly supported expenditure in the Eastern Oklahoma JOM programs as was the case in Western Oklahoma. Reading improvement activities were funded in 24 JOM school programs in Eastern Oklahoma. Six of the Western Oklahoma projects expended funds for tutorial services while five projects dealt with reading improvement and enrichment.

Seventy-seven of the 104 Eastern Oklahoma JOM projects, 74 percent, allocated expenditures for parental costs (e.g., class rings, supplies, physical education clothing, etc.) while 37 of 39, 94 percent, of the Western Oklahoma projects allocated parental costs.

In summary then, for 1974-75, there were 143 JOM programs that were actively conducted in the schools of the state. All local projects were for special programs supplemental to the local resources and other resources brought to bear on the education of Indian youngsters in the respective school districts.

Title IV - Indian Education Act of 1972

In June 197[illegible], the Congress passed, and the President signed into law, the Indian Education Act (IEA) of 1972. This legislation specifically directs Indian participation in Indian education, and provides

for programs to be developed on local levels to meet the most urgent local needs. Five provisions form the basis of the IEA programs:

Part A: Provides for grants to local education agencies to develop and carry out elementary and secondary school programs specifically designed to meet the special educational needs of Indian pupils.

Part B: Provides for grants to state and local educational agencies (LEA's); federally supported elementary and secondary schools for Indian children; and to Indian tribes, organizations, and institutions to support planning, pilot and demonstration projects, and to develop test, and demonstrate the effectiveness of programs for Indian children. Also provided for are educational enrichment programs and services, preparation of teachers of Indian students, information dissemination and program evaluation.

Part C: Provides for grants to state and LEA's and to Indian tribes, institutions, and organizations; to support planning, pilot, and demonstration projects; to develop, test, and demonstrate the effectiveness of programs for providing adult education for Indians; to disseminate information concerning educational programs, services, and resources available to Indian adults; and to evaluate the effectiveness of federally assisted programs in which Indian adults may participate.

Part D: Provides for the establishment of The Office of Indian Education, the appointment of a Deputy Commissioner of Indian Education and the National Advisory Council on Indian Education.

Part E: Provides for grants to prepare teachers of Indian children, with preference granted to Indians. Part E also provides for recognition of certain schools on or near reservations to be classified as "LEA's."

The public school system of Oklahoma has participated in Part A funding of Title IV of the Indian Education Act since its inception beginning with the 1973-74 school year. As noted in Table XLII, 165 districts received $1,650,210 in FY '74 while 205 districts participated in the distribution of over $4 million in FY '75. As also noted in Table XLII, this represents a 160 percent increase in funding from FY'74 to FY'75; and an increase in enrollment for the two fiscal years

of nearly 100 percent. According to Office of Indian Education documentation, this may have been brought about by several factors.

One contributing factor is the Title IV definition of Indian. Under this definition Indian pupils (such as urban, terminated, and state-recognized Indians) who were formerly ineligible to participate in Bureau of Indian Affairs programs for Indian pupils can be served under the provisions of Title IV.

Another factor may be that school district administrators and members of the Indian community view Title IV funding as a desirable means of meeting the special needs of the Indian student. As a result of this attitude, school administrators become eager to serve as many students as possible and search for those who qualify to be served under the act.

Parents and children who are Indian that cannot qualify for tribal enrollment or BIA benefits because of not meeting the blood quantum requirements have recognized a source of educational support and have claimed their Indian identity in order to participate in the Title IV program.

Table XXX, discussed earlier, presents Indian pupil enrollment by states and it is interesting to note that Oklahoma leads all other states in the total projected enrollment of 1974-75 with 86,688 eligible school age Indian pupils residing in 593 school districts. This statistic is of particular interest when one notes that no other states, except Alaska and Alabama, have experienced such dramatic gains in Indian pupil enrollment over the last three fiscal years.

Data from the Indian Education Office, U. S. Office of Education indicated that there were 165 funded projects (school districts) under

Part A of Title IV of the Indian Education Act in FY '74 in Oklahoma, 205 in FY '75 and 167 in FY '76 (Table XLII). Some concern has been expressed over the reduced number of projects from FY '75 to FY '76. As do school districts from other states, Oklahoma public school administrators must work closely with Indian representatives and submit an application for funding although the total dollar amount is based on the number of Indian students. Rationale for the denial of applications has been substantiated verbally for a number of proposals from Oklahoma school districts. Specifically, the two most prevalent reasons stated were that evidence of Indian community involvement was low to missing, and that the application was incomplete or ineligible. This corroborates Table XLIII which indicates other reasons for the rejection of proposals nationally including monetary arrangements unacceptable, proposal or narrative weak, and evaluation or dissemination lacking or vague.

No specific information exists at the state level for the general program areas that Title IV, Part A of the Indian Education Act are currently addressing through funding in the public school districts in Oklahoma. However, Tables XLIV and XLV indicate, respectively, frequently identified needs of a national level and proposed objectives cited in proposals to meet those needs, during the first two fiscal years of the administration of Title IV, Part A. It is significant to note that the three major needs in funded applications for FY '74 at the national level are the need for Indian Studies/Culture, Self-Concept/Image/Image as Indian Needs, and Counseling Programs/Vocational Career Guidance. The emphasis at the national level shifted somewhat in the FY '75 applications in that the Need for Materials, Supplies, Texts, and Library Related Items was cited as greatest. Self-Concept/

Image/Image as Indian was still cited as the second highest need relative to all others identified, and Indian Studies/Culture was third highest. The relationship of identified needs on applications and funded projects from a national scope, to Indian Education needs in the school districts of Oklahoma can only be implied. It is believed, however, that they are close enough to be worthy of citing within the scope of this report.

Table XLV indicates project objectives, again from a national perspective, from Part A applications pursuant to FY '74 and FY '75 funding. The "enlargement of staff to work with Indian education and Indian students" was the most frequently identified objective. The second most frequently cited objective was the "improvement of the Self-Image/Concept of Self as an Indian," and the third was the "remediation of Language Arts and General Community Skills." The emphasis on these objectives shifted somewhat in applications for FY '75 (1974-75 school year). Relative to all others, the curricular area of Indian studies was most often proposed as an objective, followed again by the area of improvement of Self-Image/Concept of Self as an Indian. As previously mentioned, the relationship of these proposed objectives to the actual projects carried out in the first two years of funding in the public schools of Oklahoma under Part A of Title IV of the Indian Education Act can only be inferred.

Found in Appendix H is a listing of the district-by-district participation in Title IV, Part A of the Indian Education Act in Oklahoma for the school year 1974-75. These data will show that in Oklahoma, 205 school districts participated in the funding, ranging from $513.10 for the support of six Indian students in Springer

to $239,656 for the support of 2,797 Indian students in the Tulsa City Schools.

Other Federal Programs

Listed in Table XLVI is a comprehensive list of FY '75 federal programs in which the public schools of the state of Oklahoma participated. Many of them are directed at specific needs areas and not general or specific segments of the school age population. Thus, they may be aimed at ameliorating problems that affect all or a great proportion of the learning environment of the entire student body within any given school district attendance center. As such, Indian students who attend the public schools of the state of Oklahoma participate with equal parity in these programs with Non-Indian students as the criteria for selection and involvement are developed on a local basis and are commensurate with the funding guidelines for individual programs.

In attempting to capture the "universe" of educational programs from federal sources that Indian students may qualify for, one conservative estimate from the Department of Health, Education, and Welfare (DHEW) is that over 40 programs alone administered by the U. S. Office of Education would have Indian students of school age as eligible participants. Thus, it is very difficult to capture the specific source and general flow of these funds as they move from the federal level to the state and local school district administrative level. It would be significant, however, to note several specific programs that Indian students may participate in as a result of being residents of a given school district.

Title I, Elementary and Secondary Education Act (ESEA) of 1965

The State of Oklahoma qualified for over $18.5 million in federal funds as a direct allocation to local school districts under Title I of ESEA in FY '75. These funds are administered through the State Department of Education and 571 local projects were approved with 625 school districts receiving allocation of funds. The total number of participants were 79,292 including students from preschool through high school. The different types of projects had the following number of learner participants per component:

Remedial Reading	32,540
Remedial Math	6,271
Special Education	9,700
Speech Therapy	4,393
Underachievers	2,236
Remedial Science	431
Learning Disabilities	2,592
Language Arts	3,972
Guidance and Counseling	3,105
Fine Arts	876
Early Childhood	152
Learning Centers	10,266
Miscellaneous	3,558
TOTAL	79,292

The major objective of Title I was to provide opportunities for educationally-deprived children to increase academic achievement through participation in comprehensive, innovative programs. Individual project objectives and activities vary among local schools with many of the projects using a variety of techniques such as individualized instruction, prescriptive teaching, innovative multi-media approaches, or lab structure to provide help for each participant. Science and social studies components were used as a way to build interest and to help students learn content without the stress of competing with students working at a higher level.

Title VII, Emergency School Aid Act (ESAA)

As previously mentioned within the section under bi-lingual/bi-cultural education opportunities, the state of Oklahoma received over $3,642,000 for funding in the area of Emergency School Aid. The major goal of this funding was to:

A. Facilitate the elimination of minority group segregation and discrimination among students and faculty;

B. Encourage the voluntary elimination, reduction, and/or prevention of minority group isolation in elementary and secondary schools with substantial proportions of minority group students; and

C. Aid school children in overcoming the educational disadvantages of minority group isolation.

The extent to which Indian students attending public school districts in the state of Oklahoma participated in Title VII, ESAA funding is not specifically known. Listed in the section of this report on bi-lingual/bi-cultural education are the school districts that conducted projects under this funding during FY '74-'75. One may note that two bi-lingual projects were offered in the Stilwell and Greasy school districts in Adair county.

Public Law 874

Public Law 874, Impact Aid, was enacted September 30, 1950, to provide financial assistance to local school districts in the United States for the operation and maintenance of schools affected by federal activities. Indians were completely excluded until 1953, when an amendment was passed to include certain Indian-related entities. During 1974-75, Oklahoma school districts received nearly $12 million (Table XLVII)

authorized under public law 874. The extent to which this aid was paid because of Indian lands or other related Indian activities in individual counties cited in the accompanying table, is not known. An interview with administrative officials in the State Department of Education revealed that most of the payments were because of military installations and/or civil service employees residing in school districts. The payments ranged from $443 in Washington County to $2,725.578 in Oklahoma County, the site of Tinker Air Force Base. Comanche County, the site of Ft. Sill Army Base near Lawton, received over $2 million.

Title III, Adult Basic Education Act

The goal of the Basic Adult Education program in Oklahoma is to provide opportunities for adults with less than 8th grade education to continue their formal academic development in order to improve their level.

Adult Basic Education in Oklahoma is funded under the Adult Basic Education Act, Title III of Public Law 91-230. The state received $910,306 in funding under this entitlement during FY '75 to support some 40 local education agencies established to serve as area adult learning centers. These adult learning centers included some 187 satellites serving a total 12,758 adult students in the 227 attendance sites.

Table XLVIII indicates that of the 12,758 total participants in 1974-75, 1,694 were of American Indian descent. In other words, approximately 13.3 percent of the Adult Basic Education participants served through the state educational system in 1974-75, were Indian residents of the state. Although no specific statistics are available for the success of Indian participants, the following observed changes in total

participants were documented for the Adult Basic Education program during 1974-75:

297 completed the ABE program through the eighth grade

361 enrolled in high school after completing the adult program

2,114 participants passed the GED (General Educational Development) tests which entitle the recipient to a certificate of high school equivalency

215 graduated from high school after starting the ABE program

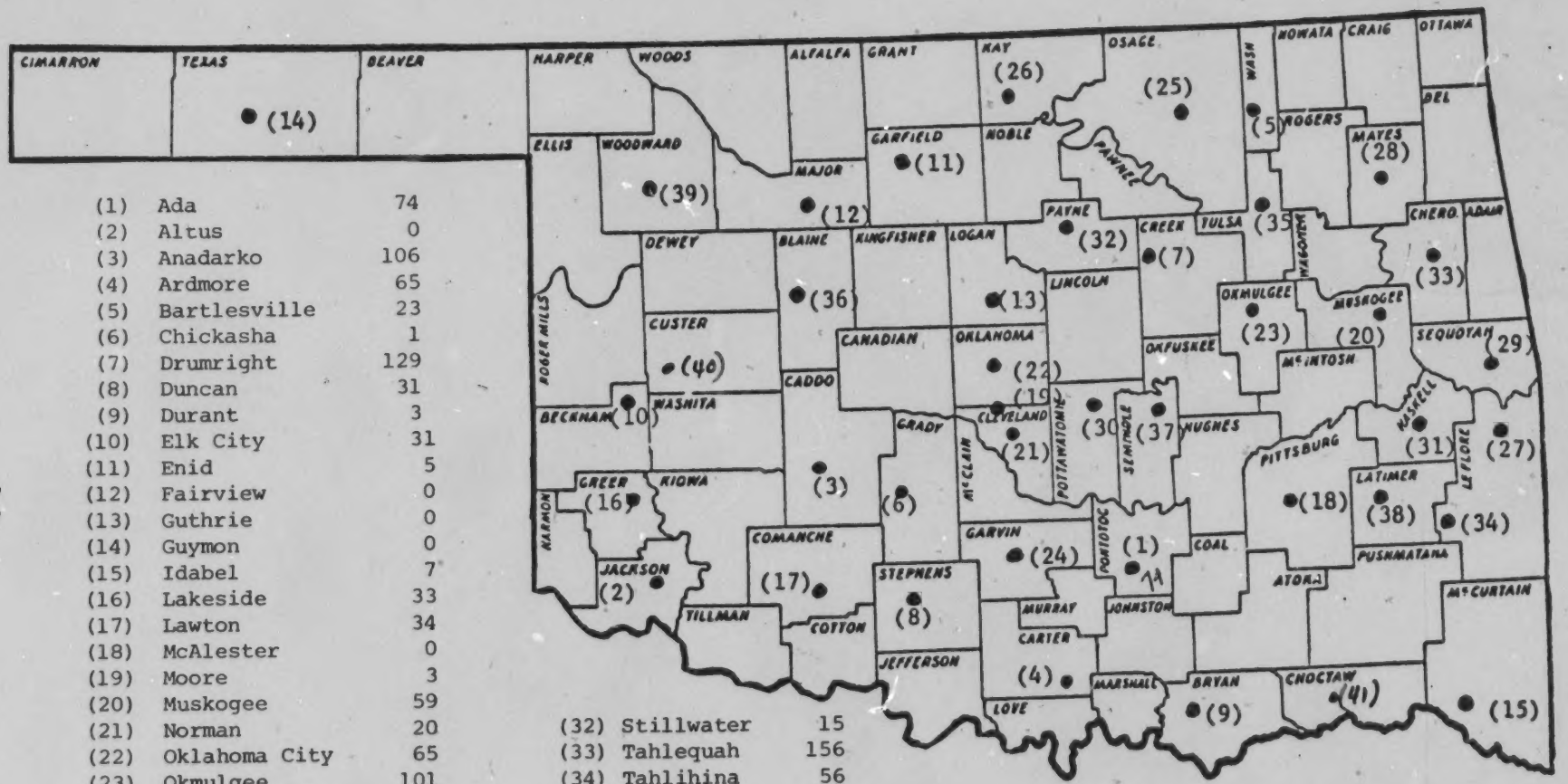
499 were employed as a result of the ABE program

110 registered to vote for the first time

43 became U. S. citizens

29 obtained drivers licenses for the first time

Found on the map on the succeeding page are the locations of 41 Adult Basic Education attendance centers established to serve as area Adult Learning Centers throughout the state. Also indicated with reference to this map is the Indian enrollment at each particular site.



(1)	Ada	74
(2)	Altus	0
(3)	Anadarko	106
(4)	Ardmore	65
(5)	Bartlesville	23
(6)	Chickasha	1
(7)	Drumright	129
(8)	Duncan	31
(9)	Durant	3
(10)	Elk City	31
(11)	Enid	5
(12)	Fairview	0
(13)	Guthrie	0
(14)	Guymon	0
(15)	Idabel	7
(16)	Lakeside	33
(17)	Lawton	34
(18)	McAlester	0
(19)	Moore	3
(20)	Muskogee	59
(21)	Norman	20
(22)	Oklahoma City	65
(23)	Okmulgee	101
(24)	Pauls Valley	27
(25)	Pawhuska	45
(26)	Ponca City	26
(27)	Poteau	11
(28)	Pryor	221
(29)	Sallisaw	139
(30)	Shawnee	39
(31)	Stigler	5
(32)	Stillwater	15
(33)	Tahlequah	156
(34)	Tahlihina	56
(35)	Tulsa	51
(36)	Watonga	45
(37)	Wewoka	74
(38)	Wilburton	0
(39)	Woodward	0
(40)	Clinton	2
(41)	Hugo	14

Figure 8: Adult Learning Centers, 1974-75.

TABLE XXV

Oklahoma State Department of Education
Annexations and Consolidations
Oklahoma School Districts
January 1, 1946, to July 31, 1975

COUNTY	Number of Dists. 1946	ANNEXATIONS OR CONS. Mandatory	Elective	Total	NUMBER OF DISTRICTS Independent	Dependent	Total
STATE TOTALS	4450	2379	1442	3821	455	173	628
Adair	39	3	23	26	4	9	13
Alfalfa	78	54	20	74	4	0	4
Atoka	60	23	29	52	4	4	8
Beaver	87	29	52	81	4	2	6
Beckham	32	12	14	26	6	0	6
Blaine	68	39	22	61	5	2	7
Bryan	57	24	22	46	10	1	11
Caddo	97	57	24	81	14	2	16
Canadian	81	51	20	71	6	4	10
Carter	34	13	10	23	9	2	11
Cherokee	74	14	48	62	2	10	12
Choctaw	51	34	10	44	5	2	7
Cimarron	28	18	6	24	3	1	4
Cleveland	58	35	15	50	4	4	8
Coal	38	24	8	32	3	3	6
Comanche	64	45	6	51	8	5	13
Cotton	55	44	8	52	3	0	3
Craig	72	45	20	65	6	1	7
Creek	56	13	27	40	10	6	16
Custer	64	51	6	57	7	0	7
Delaware	63	37	17	54	5	4	9
Dewey	64	48	11	59	4	1	5
Ellis	69	64	1	65	4	0	4
Garfield	108	77	22	99	9	0	9
Garvin	61	25	26	51	8	2	10
Grady	73	40	20	60	8	5	13
Grant	112	78	30	108	4	0	4
Greer	19	2	15	17	2	0	2
Harmon	10	3	4	7	3	0	3
Harper	44	26	16	42	2	0	2
Haskell	56	35	16	51	4	1	5
Hughes	45	16	23	39	6	0	6
Jackson	19	2	9	11	7	1	8
Jefferson	29	14	11	25	4	0	4
Johnston	31	9	13	22	5	4	9
Kay	100	48	43	91	5	4	9
Kingfisher	77	63	7	70	6	1	7
Kiowa	56	45	4	49	7	0	7
Latimer	33	14	15	29	4	0	4
LeFlore	86	34	35	69	13	4	17
Lincoln	107	58	38	96	8	3	11
Logan	74	54	14	68	5	1	6
Love	22	6	11	17	3	2	5
Major	88	52	31	83	4	1	5
Marshall	34	14	18	32	2	0	2
Mayes	64	32	24	56	5	3	8
McClain	38	16	15	31	6	1	7
McCurtain	68	23	30	53	8	7	15
McIntosh	47	30	11	41	4	2	6
Murray	22	11	7	18	2	2	4
Muskogee	69	31	25	56	10	3	13
Noble	73	30	37	67	5	1	6
Nowata	36	19	11	30	5	1	6
Okfuskee	47	22	17	39	6	2	8
Oklahoma	51	10	26	36	13	2	15
Okmulgee	39	18	10	28	8	3	11
Osage	63	28	20	48	7	8	15
Ottawa	43	27	8	35	7	1	8
Pawnee	55	25	26	51	3	1	4
Payne	69	40	21	61	6	2	8
Pittsburg	91	53	23	76	10	5	15
Pontotoc	54	18	27	45	8	1	9
Pottawatomie	91	50	26	76	10	5	15
Pushmataha	57	38	12	50	3	4	7
Roger Mills	32	15	14	29	2	1	3
Rogers	41	13	17	30	7	4	11
Seminole	41	2	25	27	10	4	14
Sequoyah	58	24	21	45	7	6	13
Stephens	59	18	33	51	7	1	8
Texas	55	29	16	45	7	3	10
Tillman	53	39	8	47	4	2	6
Tulsa	25	2	7	9	13	3	16
Wagoner	61	33	22	55	5	1	6
Washington	23	3	15	18	4	1	5
Washita	63	42	15	57	6	0	6
Woods	105	84	16	100	4	1	5
Woodward	84	63	17	80	4	0	4

TABLE XXVI

Social Characteristics of the Indian Population by Urban and Rural Residence: 1970 Census of Population, Subject Report American Indians

United States Regions States With 10,000 or More Indian Population	Oklahoma		
	Total	Urban	Rural
RELATIONSHIP TO HEAD OF HOUSEHOLD			
Total population	**96 803**	**47 623**	**49 180**
Under 18 years old	40 249	18 785	21 464
Living with both parents	27 932	12 674	15 258
Percent of all under 18 years	69.4	67.5	71.1
Head of household	26 570	13 970	12 600
Head of family	21 335	10 909	10 426
Female head	3 502	1 921	1 581
Primary individual	5 235	3 061	2 174
Female primary individual	3 397	2 125	1 272
Wife of head	16 847	8 514	8 333
Other relative of head	48 762	22 198	26 564
Nonrelative of head	1 012	598	414
In group quarters	3 612	2 343	1 269
Inmate of institution	2 216	1 107	1 109
Other	1 396	1 236	160
FAMILIES BY PRESENCE OF CHILDREN			
Total families	**21 335**	**10 909**	**10 426**
With own children under 18 years	12 167	6 218	5 949
With own children under 6 years	5 737	3 035	2 702
Husband-wife families	**16 800**	**8 573**	**8 227**
With own children under 18 years	9 805	4 888	4 917
With own children under 6 years	4 777	2 496	2 281
Families with female head	**3 502**	**1 921**	**1 581**
With own children under 18 years	1 936	1 122	814
With own children under 6 years	750	425	325
CHILDREN EVER BORN			
Women ever married, 15 to 24 years old	3 239	1 913	1 326
Children per 1,000 women ever married	1 211	1 190	1 242
Women ever married, 25 to 34 years old	4 781	2 576	2 205
Children per 1,000 women ever married	2 990	2 873	3 126
Women ever married, 35 to 44 years old	4 458	2 420	2 038
Children per 1,000 women ever married	3 948	3 450	4 540
PLACE OF BIRTH			
Total population	**97 179**	**48 085**	**49 094**
Foreign born	82	64	18
Native	97 097	48 021	49 076
Born in State of residence	83 732	40 604	43 128
Born in different State	9 085	5 225	3 860
Northeast	167	154	13
North Central	2 463	1 415	1 048
South	3 223	1 649	1 574
West	3 232	2 007	1 225
Born abroad, at sea, etc	513	206	307
State of birth not reported	3 767	1 986	1 781
SCHOOL ENROLLMENT			
Total enrolled, 3 to 34 years old	**30 637**	**14 521**	**16 116**
Nursery school	230	107	123
Public	161	66	95
Kindergarten	1 326	741	585
Public	1 260	680	580
Elementary (1 to 8 years)	19 096	8 862	10 234
Public	18 890	8 688	10 202
High school (1 to 4 years)	8 140	3 392	4 748
Public	7 792	3 073	4 719
College	1 845	1 419	426
Percent enrolled, 3 to 34 years old	**55.4**	**53.2**	**57.5**
3 and 4 years old	5.7	6.1	5.4
5 and 6 years old	64.1	68.6	60.4
7 to 13 years old	95.8	96.2	95.5
14 to 17 years old: Male	90.9	92.8	89.5
Female	87.3	89.2	85.8
18 to 24 years old: Male	30.5	32.4	28.2
Female	22.1	23.0	21.0
25 to 34 years old	4.2	4.9	3.3
YEARS OF SCHOOL COMPLETED			
Total, 25 years old and over	**45 931**	**22 949**	**22 982**
No school years completed	1 375	464	911
Elementary: 1 to 4 years	4 087	1 242	2 845
5 to 7 years	6 940	2 726	4 214
8 years	6 000	2 390	3 610
High school: 1 to 3 years	10 447	5 371	5 076
4 years	11 163	6 790	4 373
College: 1 to 3 years	3 894	2 565	1 329
4 years or more	2 025	1 401	624
Median school years completed	10.3	11.6	9.0
Percent high school graduates	37.2	46.9	27.5

TABLE XXVII

Age of the Oklahoma Indian Population by Sex and Urban and Rural Residence: 1970

United States Regions States With 10,000 or More Indian Population	Total			Urban			Rural nonfarm			Rural farm		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
All ages	96 803	47 335	49 468	47 623	22 944	24 679	44 019	21 819	22 200	5 161	2 572	2 589
Under 1 year	2 066	1 104	962	1 090	568	522	891	492	399	85	44	41
1 year	1 916	1 089	827	1 065	602	463	793	464	329	58	23	35
2 years	1 944	991	953	995	535	460	921	438	483	28	18	10
3 years	1 792	894	898	891	457	434	851	413	438	50	24	26
4 years	1 940	979	961	903	483	420	968	458	510	69	38	31
5 years	2 082	1 068	1 014	864	432	432	1 129	577	552	89	59	30
6 years	2 281	1 225	1 056	1 100	583	517	1 085	596	489	96	46	50
7 years	2 332	1 108	1 224	1 057	461	596	1 151	568	583	124	79	45
8 years	2 353	1 146	1 207	1 206	640	566	1 061	488	573	86	18	68
9 years	2 328	1 133	1 195	1 091	496	595	1 156	609	547	81	28	53
10 years	2 399	1 181	1 218	1 185	544	641	1 129	587	542	85	50	35
11 years	2 395	1 240	1 155	1 056	576	480	1 205	613	592	134	51	83
12 years	2 159	978	1 181	943	369	574	1 134	587	547	82	22	60
13 years	2 534	1 174	1 360	1 148	599	549	1 240	497	743	146	78	68
14 years	2 545	1 343	1 202	1 095	647	448	1 223	567	656	227	129	98
15 years	2 704	1 470	1 234	1 218	643	575	1 374	757	617	112	70	42
16 years	2 206	1 193	1 013	947	520	427	1 128	598	530	131	75	56
17 years	2 273	1 133	1 140	931	406	525	1 215	660	555	127	67	60
18 years	2 034	1 055	979	986	466	520	939	521	418	109	68	41
19 years	1 622	743	879	808	376	432	744	343	401	70	24	46
20 years	1 584	803	781	975	473	502	543	289	254	66	41	25
21 years and over	51 314	24 285	27 029	28 069	12 068	14 001	22 139	10 697	11 442	3 106	1 520	1 586
Under 5 years	9 658	5 057	4 601	4 944	2 645	2 299	4 424	2 265	2 159	290	147	143
5 to 9 years	11 376	5 680	5 696	5 318	2 612	2 706	5 582	2 838	2 744	476	230	246
10 to 14 years	12 032	5 916	6 116	5 427	2 735	2 692	5 931	2 851	3 080	674	330	344
15 to 19 years	10 839	5 594	5 245	4 890	2 411	2 479	5 400	2 879	2 521	549	304	245
20 to 24 years	6 967	3 407	3 560	4 095	1 979	2 116	2 644	1 285	1 359	228	143	85
25 to 29 years	5 391	2 756	2 635	3 092	1 636	1 456	2 094	1 016	1 078	205	104	101
30 to 34 years	5 155	2 469	2 686	2 795	1 382	1 413	2 154	986	1 168	206	101	105
35 to 39 years	4 456	2 137	2 319	2 275	1 020	1 255	2 005	1 051	954	176	66	110
40 to 44 years	4 813	2 402	2 411	2 614	1 312	1 302	1 945	932	1 013	254	158	96
45 to 49 years	4 731	2 309	2 422	2 437	1 206	1 231	2 014	993	1 021	280	110	170
50 to 54 years	4 527	2 099	2 428	2 137	993	1 144	1 948	904	1 044	442	202	240
55 to 59 years	4 207	1 874	2 333	1 942	848	1 094	1 839	830	1 009	426	196	230
60 to 64 years	3 591	1 643	1 948	1 659	712	947	1 615	773	842	317	158	159
65 to 69 years	3 728	1 646	2 082	1 627	591	1 036	1 781	885	896	320	170	150
70 to 74 years	2 419	1 190	1 229	1 081	423	658	1 189	680	509	149	87	62
75 to 79 years	1 573	658	915	660	249	411	824	358	466	89	51	38
80 to 84 years	786	293	493	349	111	238	382	172	210	55	10	45
85 years and over	554	205	349	281	79	202	248	121	127	25	5	20
Under 18 years	40 249	20 449	19 800	18 785	9 561	9 224	19 654	9 969	9 685	1 810	919	891
18 years and over	56 554	26 886	29 668	28 838	13 383	15 455	24 365	11 850	12 515	3 351	1 653	1 698
62 years and over	11 293	5 003	6 290	5 069	1 888	3 181	5 385	2 677	2 708	839	438	401
65 years and over	9 060	3 992	5 068	3 998	1 453	2 545	4 424	2 216	2 208	638	323	315
Median age	23.2	22.0	24.3	23.9	22.5	25.2	21.3	20.3	22.2	33.8	31.4	36.2

TABLE XXVIII

OKLAHOMA STATE DEPARTMENT OF EDUCATION

ENROLLMENT REPORT: 1974-75

GRADE	BLACK		INDIAN		SPANISH		ORIENTAL		CAUS-OTHER		MALE	FEMALE	TOTAL
	M	F	M	F	M	F	M	F	M	F			
NU	125	114	22	26	20	17	2	8	339	363	528	528	1,056
KG	1,874	1,810	1,809	1,770	322	301	136	130	17,829	16,639	21,970	20,650	42,620
SE	1,124	687	383	302	55	48	10	11	3,559	2,157	5,131	3,205	8,336
01	2,089	1,998	2,203	1,987	379	373	170	175	18,777	17,343	23,628	21,876	45,504
02	1,856	1,824	2,163	2,016	327	322	110	123	16,842	16,197	21,298	20,482	41,780
03	1,856	1,822	2,216	1,989	340	300	127	120	16,493	15,780	21,032	20,011	41,043
04	1,814	1,894	2,379	2,252	349	287	132	89	16,542	15,626	21,216	20,148	41,364
05	2,001	2,061	2,642	2,423	350	334	94	123	17,632	16,327	22,719	21,208	43,987
06	2,069	2,098	2,821	2,769	362	340	90	105	19,328	18,138	24,670	23,450	48,120
07	2,262	2,163	2,877	2,791	336	325	101	104	20,608	19,315	26,184	24,698	50,882
08	2,213	2,224	2,622	2,658	337	302	80	77	21,026	19,970	26,278	25,231	51,509
09	2,309	2,226	2,815	2,743	293	254	112	93	21,814	20,309	27,343	25,625	52,968
10	2,296	2,104	2,479	2,316	219	204	72	100	20,863	19,221	25,929	23,945	49,874
11	2,100	1,891	2,090	2,106	192	200	81	86	19,174	17,884	23,637	22,107	45,804
12	1,638	1,578	1,724	1,694	151	173	83	74	16,949	15,961	20,545	19,480	40,025
PG	0	0	0	0	0	0	0	0	0	0	0	0	0
AE	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS	27,636	26,494	31,245	29,842	4,032	3,780	1,400	1,418	247,795	231,230	312,108	292,764	604,872

TABLE XXIX
OKLAHOMA JOHNSON O'MALLEY (JOM)
PUBLIC SCHOOL ENROLLMENTS
1970-71 THROUGH 1974-75

	1970-71 Enrollment		1971-72 Enrollment		1972-73 Enrollment		1973-74 Enrollment		1974-75 Enrollment	
	Indian	Total	Indian	Total	Indian	Total	Indian	Total	Indian	Total
No. of School Districts Served		253		142		130		147		143
Kindergarten	697	7636	788	3826	865	5275	934	4185	---	---
1st - 8th	11012	92029	8728	42473	8836	53983	10226	45469	9928*	48505*
Average Elem. Enrollment (1-8)	1376.5	11509.8	1081.0	5309.0	1104.5	6747.8	1278.2	5683.6	1103.1	5389.4
9th - 12th	4219	42870	3218	19615	3271	25478	3764	20817	3779	20257
Average Secondary Enrollment (9-12)	1054.7	10717.5	804.5	4903.7	817.7	6369.5	941.0	5204.2	944.7	5064
TOTAL ENROLLMENT (K-12)	15928	142585	12734	65914	12972	84736	14924	70471	13707	68,762

*Includes Kindergarten.

Source: Annual Reports, 1970-71 Through 1974-75 Indian Education Office, State Department of Education.

TABLE XXX

REPORTED INDIAN PUPIL ENROLLMENT BY STATES

State	Number of Eligible Districts FY 1974	Projects Funded FY 1974	Indian Pupil Enrollment FY 1973	FY 1974	FY 1975
*Alabama	7	3	81	801	1,301
Alaska	32	25	15,888	18,990	61,928
Arizona	121	49	26,798	28,847	31,469
*Arkansas	11		519	448	1,246
*California	582	122	15,417	18,250	30,854
Colorado	34	8	2,309	2,377	2,627
Connecticut	19		303	209	445
Delaware	3		55	99	85
D.C.	1		18	25	28
Florida	38	5	2,390	2,137	2,806
Georgia	10	1	408	326	368
*Hawaii	1		0	0	73
Idaho	33	5	1,856	2,368	2,400
Illinois	23	2	2,204	2,059	2,059
Indiana	35		853	928	1,140
Iowa	16	3	664	822	833
Kansas	36	5	1,400	2,049	2,075
*Kentucky	3		44	251	384
*Louisiana	17	8	234	3,509	4,803
*Maine	17	9	239	601	686
Maryland	10	1	1,660	1,200	1,354
Massachusetts	16	1	278	459	459
*Michigan	150	85	4,554	7,827	13,015
Minnesota	117	41	9,660	10,170	11,385
*Mississippi	7		68	79	177
Missouri	21		934	918	872
Montana	80	34	10,795	12,036	11,207
Nebraska	28	11	2,826	1,958	2,082
Nevada	14	11	2,728	2,764	2,810
New Hampshire	2		23	13	23
New Jersey	13		290	216	224
New Mexico	28	14	21,883	23,074	23,964
New York	34	12	5,692	5,507	6,118
North Carolina	40	19	14,312	14,726	15,043
North Dakota	36	17	3,187	4,986	4,303
Ohio	18	2	1,017	1,004	942
Oklahoma	593	205	40,260	69,838	86,688
Oregon	50	9	2,367	3,570	3,919
*Pennsylvania			199	314	818

*FY 1975 enrollments have more than doubled since FY 73.

TABLE XXX (cont.)

State	Number of Eligible Districts FY 1974	Projects Funded FY 1974	Indian Pupil Enrollment FY 1973	FY 1974	FY 1975
Rhode Island	10		158	210	199
South Carolina	11	1	395	391	415
South Dakota	70	29	7,956	10,139	10,343
Tennessee	8		193	154	233
Texas	60	4	2,502	2,849	2,549
Utah	30	10	4,447	4,367	4,226
Vermont	2		22	20	20
Virginia	22	2	937	1,060	1,024
Washington	169	67	12,635	15,408	18,114
West Virginia	5	1	172	126	128
Wisconsin	99	28	6,098	7,317	7,847
Wyoming	10	5	1,219	1,189	1,382
	2,829	854	231,147	288,984	334,495

Source: The Indian Education Act of 1972, Second Annual Report of Progress.

TABLE XXXI

STATISTICAL INFORMATION ON TEACHERS

1974 - 1975

Years Experience	Bachelor's Degree	Master's Degree	Professional Diploma	Doctor's Degree	Nurses* Non-Degree	Life Certificate	Non-* Degree	Position	No. of Full-Time Equivalency
00	2,632	125	1	1	7	-	16	Superintendent	434
01	2,306	187	-	-	5	-	8	Assistant Superintendent	58
02	2,128	246	-	1	5	-	8	Administrative Assistant	91
03	1,995	401	-	3	6	-	9	Elementary Non-Teaching Principal	475
04	1,794	446	-	3	3	-	10	Junior High Non-Teaching Principal	153
05	1,405	617	2	4	13	-	11	High School Non-Teaching Principal	201
06	1,092	643	1	3	9	-	9	Asst.Elem.Non-Teaching Principal	20
07	822	559	-	1	2	1	9	Asst.Jr. High Non-Teaching Principal	94
08	715	643	-	10	15	-	9	Asst.Sr. High Non-Teaching Principal	112
09	536	567	1	4	6	-	2	Elementary Teaching Principal	480
10	431	519	1	2	5	-	4	Junior High Teaching Principal	97
11	386	463	3	2	3	-	2	High School Teaching Principal	269
12	317	432	3	1	4	-	1	Asst. Elem. Teaching Principal	18
13	273	422	1	7	-	1	1	Asst. Jr. High Teaching Principal	16
14	248	395	-	3	6	-	-	Asst. Sr. High Teaching Principal	25
15+	3,264	5,509	16	93	10	5	11	Kindergarten Teacher	853
								Elementary Teacher	12,384
								Junior High Teacher	5,097
								High School Teacher	7,143
								High School Voc. Agri. Teacher	406
								High School Voc. Home Econ. Teacher	376
								High School Other Voc. Teacher	450
								Supervisor or Consultant	290
								Counselor	701
								Librarian	418
								Nurse	136
								Census and Attendance Supervisor	11
								Television Teacher	5
								Psychologist	32
								Visiting Teacher	17
								Special Education Teacher	1,841
								Adult Education	7
								Area Vocational Schools	18
								Teacher Corps	9
								Other Federal Reimbursed Programs	104
State Totals	20,304	12,174	29	138	99	7	110		32,861

TABLE XXXII

OKLAHOMA STATE DEPARTMENT OF EDUCATION
PROFESSIONAL EDUCATION STAFF SUMMARY
BASED ON TEACHER PERSONNEL REPORT FOR 1974-75 SCHOOL YEAR

F.T.E. BREAKDOWN BY RACE AND SEX BY POSITION

Position	BLACK		INDIAN		SPANISH AMERICAN		ORIENTAL		CAUCASIAN & OTHERS		TOTAL	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
SUPERINTENDENT	3.00	0.000	3.000	0.000	0.000	0.000	0.000	0.000	449.721	2.000	455.721	2.000
ELEMENTARY NON-TEACHING PRINCIPAL	22.227	5.000	6.000	0.000	0.000	0.000	0.000	0.000	380.413	63.000	408.640	68.000
JUNIOR HIGH NON-TEACHING PRINCIPAL	5.000	0.000	2.000	0.000	0.000	0.000	0.000	0.000	121.326	3.000	128.320	3.000
SENIOR HIGH NON-TEACHING PRINCIPAL	6.000	0.000	3.000	0.000	0.000	0.000	0.000	0.000	190.222	2.000	199.222	2.000
ASST. SR. HIGH NON-TEACHING PRINCIPAL	15.000	0.000	0.616	0.000	0.000	0.000	0.000	0.000	92.211	4.000	107.827	4.060
ELEMENTARY TEACHING PRINCIPAL	9.000	1.000	4.000	0.000	0.000	0.000	0.000	0.000	416.847	51.250	429.847	52.250
HIGH SCHOOL TEACHING PRINCIPAL	4.000	0.000	3.000	0.000	0.000	0.000	0.000	0.000	260.714	3.000	267.714	3.000
KINDERGARTEN TEACHER	0.000	30.000	0.000	10.000	0.000	0.000	0.000	0.000	2.000	815.958	2.000	855.958
ELEMENTARY TEACHER	71.477	595.560	19.027	98.296	3.000	8.000	0.000	8.000	1,245.594	10,438.326	1,339.098	11,148.182
MIDDLE SCHOOL TEACHER	46.621	61.536	2.000	3.505	0.000	2.000	0.000	0.000	291.873	488.050	340.494	555.091
JUNIOR HIGH TEACHER	61.581	119.178	31.032	23.333	3.000	1.000	0.000	1.000	1,818.835	2,188.630	1,914.448	2,333.141
SENIOR HIGH TEACHER	140.115	174.657	50.994	20.497	8.000	3.000	1.000	0.000	3,570.803	3,233.771	3,770.912	3,421.925
HIGH SCHOOL VOC. HOME ECON. TEACHER	0.000	11.000	0.000	3.000	0.000	0.000	0.000	0.000				
HIGH SCHOOL OTHER VOC. TEACHER	15.000	18.000	2.594	1.000	1.000	0.000	0.000	0.000	300.408	114.353	319.002	133.353
SUPERVISOR OR CONSULTANT	15.000	25.000	2.000	1.000	0.000	0.000	0.000	0.000	116.945	130.955	133.945	156.955
COUNSELOR	24.755	49.805	4.588	10.427	0.000	0.000	0.000	0.000	302.694	309.306	332.037	369.538
LIBRARIAN	1.000	23.000	0.000	6.000	0.000	0.000	0.000	0.000	12.655	376.504	13.655	420.159
VISITING TEACHER	4.000	2.872	0.000	1.000	0.000	0.000	1.000	0.000	1.000	7.165	6.000	11.037
SPECIAL EDUCATION TEACHER	12.000	132.672	2.000	19.688	0.000	2.516	1.000	5.483	209.106	1,476.675	224.106	1,637.034
OTHER FEDERAL REIMBURSED PROGRAMS	1.000	2.111	5.038	12.426	0.000	0.000	0.000	0.000	18.024	66.213	24.062	80.750
TOTALS	489.386	1,272.391	140.889	212.172	16.550	16.516	3.000	14.483	10,624.869	20,338.803		
	1762		353		33		17		30,963			

TABLE XXXIII

Enrollment and Professional Staff Distribution
Project Sample Schools, 1974-1975

County	School District	Enrollment					Professional Staff		
		All Students		Indian Stu.		%			%
		Enroll.	A.D.A.	Enroll.	A.D.A.	Ind.	Non-Indian	Indian	Ind.
Adair	Stillwell	1407	1278	378	351	26.9	74	1	1.4
Atoka	Harmony	202	179	29	28	14.4	10	-	0.0
Bryan	Bennington	323	254	65	55	20.1	13	-	0.0
Caddo	Anadarko	2375	1927	652	541	27.5	121	2	1.7
Cherokee	Tahlequah	3248	2670	549	472	16.9	160	-	0.0
Comanche	Cache	739	600	183	158	24.8	40	2	5.0
Cotton	Walters	892	765	126	102	14.1	45	-	0.0
Craig	Ketchum	481	433	61	55	12.7	28	-	0.0
Creek	Gypsy	89	81	19	16	21.3	6	-	0.0
Custer	Hammon	282	233	87	62	30.9	21	1	4.8
Delaware	Jay	1667	1339	391	339	23.5	78	1	1.3
Hughes	Holdenville	1358	1153	206	172	15.2	75	2	2.7
Kingfisher	Kingfisher	1315	1097	102	85	7.8	72	-	0.0
Kiowa	Hobart	1159	998	70	63	6.0	66	-	0.0
Latimer	Buffalo Valley	336	286	43	39	12.8	19	-	0.0
Osage	Fairfax	510	478	81	72	15.9	38	1	2.6
Pawnee	Pawnee	882	774	157	130	17.8	51	-	0.0
Pontotoc	Byng	1524	1237	267	210	17.5	84	1	1.2
Seminole	Wewoka	1351	1130	171	150	12.7	64	7	10.9
Tulsa	Tulsa	70245	58867	3392	N/A	4.8	3319	80	2.4
Oklahoma	OKlahoma City	58169	44909	2672	N/A	4.6	2741	12	0.4

TABLE XXXIV

BI-LINGUAL/BI-CULTURAL EDUCATIONAL
PROGRAMS AND LITERATURE/MATERIALS
PROJECT SAMPLE SCHOOLS (1974-75)

Bilingual Education Program for Indian Students		Is There a Need for Such a Program		Indian Culture Program(s)			Indian Literature Adequacy		
Yes	No	Yes	No	Yes	No	N.A.	Yes	No	N.A.
1	21	1	21	13	4	5	10	6	6

TABLE XXXVa

INDIAN ENROLLMENT (JOM PARTICIPANTS ONLY)
1970 - 1971

GRADE	AGE 4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Indian Enroll.	Transfers	Total Compl	Total Enroll.	DROPOUTS A	B	C	D	E	F	G	H
Kg	23	591	82	1	0	0	0	0	0	0	0	0	0	0	0	00	697	32	658	7636	5	0	0	0	0	0	0	2
1	0	30	1072	338	35	7	1	1	0	0	0	0	0	0	0	00	1484	83	1380	11885	15	0	0	0	3	1	0	2
2	0	0	37	901	385	70	7	1	0	0	0	0	0	0	0	00	1401	89	1300	11403	7	0	0	0	0	0	0	5
3	0	0	0	32	818	382	68	6	2	1	0	0	0	0	1	00	1310	60	1242	11213	6	0	0	0	1	0	0	1
4	0	0	0	0	52	842	367	94	15	2	1	0	0	0	0	00	1373	59	1303	11203	9	0	0	0	0	0	0	2
5	0	0	0	0	0	40	836	373	101	15	2	0	0	0	0	00	1367	69	1287	11234	7	0	0	0	1	0	0	3
6	0	0	0	0	0	0	65	785	373	90	21	1	2	0	0	00	1337	53	1277	11239	6	0	0	0	0	1	0	0
7	0	0	0	0	0	0	1	68	702	438	106	26	4	1	1	00	1347	55	1267	11745	6	2	0	0	2	0	2	13
8	0	0	0	0	0	0	0	4	93	684	390	114	35	7	1	1	1329	74	1225	11745	9	2	0	2	1	0	4	12
El. Ug	17	0	0	1	6	4	8	6	8	8	5	1	0	0	0	00	64	1	63	412	0	0	0	0	0	0	0	0
Total El	40	621	1191	1273	1296	1345	1353	1338	1294	1238	525	142	41	8	3	1	11709	575	11002	99715	70	4	0	2	8	2	6	40
9	0	0	0	0	0	0	0	0	0	57	643	421	127	35	4	2	1289	83	1123	11855	14	4	1	6	2	0	3	53
10	0	0	0	0	0	0	0	0	0	0	48	609	377	132	22	4	1192	60	1036	11347	12	9	5	1	2	0	6	61
11	0	0	0	0	0	0	0	0	0	0	1	32	543	257	76	21	930	48	806	10324	4	15	5	3	2	1	6	40
12	0	0	0	0	0	0	0	0	0	0	0	2	31	450	243	80	806	19	712	9344	9	12	8	2	2	0	2	40
Sec. Ug.	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	00	2	0	2	0	0	0	0	0	0	0	0	0
Total Sec	0	0	0	0	0	0	0	0	0	58	692	1064	1078	874	346	107	4219	210	3679	42870	39	40	19	12	8	1	17	194
Total El.& Sec.	40	621	1191	1273	1296	1345	1353	1338	1294	1296	1217	1206	1119	882	349	108	15928	785	14681	142585	109	44	19	14	16	3	23	234

DROPOUT CODE

109	A	Withdrawn By Parent
44	B	Marriage
19	C	Employment
14	D	Detailed By Law Agency
16	E	Illness
3	F	Death
23	G	Expelled
234	H	Other

AVERAGE DAILY ATTENDANCE

Elementary	10,859
High School	4,067

INDIANS ONLY GRADUATES

8th Grade	1,225
12th Grade	712

Source: Oklahoma State Department of Education
Indian Education Section (1974-75)

TABLE XXXVb

INDIAN ENROLLMENT (JOM PARTICIPANTS ONLY)

1971 - 1972

GRADE	AGE 4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Indian Enroll.	Transfers	Total Compl.	Total Enroll.	DROPOUTS A	B	C	D	E	F	G	H
Kg.	27	677	80	4	0	0	0	0	0	0	0	0	0	0	0	0	788	23	751	3826	9	0	0	0	0	0	0	5
1	0	3	889	218	30	0	1	0	0	0	0	0	0	0	0	0	1139	54	1051	4950	10	0	0	0	0	0	1	0
2	0	0	13	782	270	34	6	0	0	0	0	0	0	0	0	0	1105	43	1049	5170	3	0	0	0	2	0	0	0
3	0	0	0	43	727	290	44	4	0	0	0	0	0	0	0	0	1108	37	1053	5302	4	0	0	0	1	0	0	0
4	0	0	0	0	35	633	312	38	7	1	0	0	0	0	0	0	1026	39	982	5190	4	0	0	0	0	0	0	1
5	0	0	0	0	3	60	662	259	67	7	2	0	0	0	0	0	1060	39	1019	5257	2	0	0	0	1	0	0	0
6	0	0	0	0	0	1	40	625	342	60	16	0	0	0	0	0	1084	35	1046	5305	3	0	0	1	0	0	0	2
7	0	0	0	0	0	0	1	53	637	305	84	23	4	0	0	0	1107	52	1034	5639	7	0	0	0	0	0	1	6
8	0	0	0	0	0	0	0	1	44	574	313	81	11	0	0	0	1024	42	954	5375	3	1	1	2	1	1	0	13
El. Ug	0	0	0	6	14	9	11	9	15	5	4	1	1	0	0	0	75	1	65	285	1	0	0	1	0	0	0	0
Total El	27	680	982	1051	1079	1027	1077	989	1112	952	419	105	16	0	0	0	9516	365	9004	46299	46	1	1	4	5	1	2	27
9	0	0	0	0	0	0	0	0	1	59	532	288	83	16	4	0	986	48	870	5580	8	4	2	3	1	1	3	35
10	0	0	0	0	0	0	0	0	0	0	44	437	255	73	24	6	839	35	727	5075	10	10	5	2	3	0	5	41
11	0	0	0	0	0	0	0	0	0	0	0	40	425	222	71	22	780	29	682	4751	4	9	3	1	0	0	0	49
12	0	0	0	0	0	0	0	0	0	0	0	0	28	353	174	51	606	10	544	4131	4	13	8	0	2	0	0	25
Sec. Ug	0	0	0	0	0	0	0	0	0	0	3	0	1	0	0	3	7	1	5	78	0	0	0	0	0	0	0	1
Total Sec	0	0	0	0	0	0	0	0	1	59	579	765	795	664	273	82	3218	123	2828	19615	26	36	18	6	6	2	81	42
Total El. & Sec	27	680	982	1051	1079	1027	1077	989	1113	1011	998	870	811	664	273	82	12734	488	11832	65914	72	37	19	10	11	3	10	169

DROPOUT CODE

72 A Withdrawn By Parent
37 B Marriage
19 C Employment
10 D Detailed By Law Agencys
11 E Illness
3 F Death
10 G Expelled
169 H Other

AVERAGE DAILY ATTENDANCE

Elementary	8,755
High School	2,961

INDIANS ONLY GRADUATES

8th Grade	954
12th Grade	544

Source: Oklahoma State Department of Education
Indian Education Section (1974-75)

TABLE XXXVc

INDIAN ENROLLMENT (JOM PARTICIPANTS ONLY)

1972 - 1973

	AGE																			DROPOUTS							
GRADE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Indian Enroll.	Trans-fers	Total Compl.	Total Enroll.	A	B	C	D	E	F	G	H
Kg.	20	723	121	1	0	0	0	0	0	0	0	0	0	0	0	0	865	49	779	5275	25	0	0	0	2	0	0	10
1	0	18	785	269	25	1	0	0	0	0	0	0	0	0	0	0	1098	67	1005	6036	8	0	0	0	3	1	0	14
2	0	0	42	690	326	59	3	0	0	0	0	0	0	0	0	0	1120	61	1040	6182	10	0	0	0	1	0	0	8
3	0	0	0	27	661	348	67	3	2	0	1	0	0	0	0	0	1109	63	1038	6575	6	0	0	0	0	0	0	2
4	0	0	0	0	30	619	313	68	9	2	0	1	0	0	0	0	1042	59	973	6782	7	0	0	0	0	0	0	3
5	0	0	0	0	0	38	609	350	64	3	2	0	1	0	0	0	1067	61	991	6796	8	0	0	0	1	1	0	5
6	0	0	0	0	0	1	39	562	355	100	20	3	0	0	0	0	1080	65	999	6826	10	0	0	0	0	2	0	4
7	0	0	0	0	0	0	0	38	577	382	89	23	1	0	0	1	1111	93	981	7233	13	1	0	0	1	0	0	22
8	0	0	0	0	0	0	0	1	62	647	315	78	13	4	0	0	1120	80	1002	7066	10	2	3	1	2	1	1	18
El. Ug.	2	0	0	4	11	11	14	13	10	10	6	6	1	1	0	0	89	3	82	487	2	0	0	0	0	0	0	2
Total El	22	741	948	991	1053	1077	1045	1035	1079	1144	433	111	16	5	0	1	9701	601	8890	59258	99	3	3	1	10	5	1	88
9	0	0	0	0	0	0	0	0	0	43	522	294	90	13	3	0	965	65	818	6999	13	4	2	4	2	0	2	55
10	0	0	0	0	0	0	0	0	0	0	58	427	248	79	12	6	830	62	668	6730	16	8	10	5	6	0	2	53
11	0	0	0	0	0	0	0	0	0	0	0	71	407	204	74	11	767	31	643	6100	16	11	13	0	2	1	2	48
12	0	0	0	0	0	0	0	0	0	0	0	0	44	400	203	62	709	26	586	5649	8	21	13	1	1	0	0	53
Sec. Ug.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Sec.	0	0	0	0	0	0	0	0	0	43	580	792	789	696	292	79	3271	184	2715	25478	53	44	38	10	11	1	6	209
Total El. & Sec.	22	741	948	991	1053	1077	1045	1035	1079	1187	1013	903	805	701	292	80	12972	785	11605	84736	152	47	41	11	21	6	7	297

DROPOUT-CODE

152	A	Withdrawn By Parent
47	B	Marriage
41	C	Employment
11	D	Detailed By Law Agencys
21	E	Illness
6	F	Death
7	G	Expelled
297	H	Other

INDIANS ONLY GRADUATES

8th Grade	1002
12th Grade	586

Source: Oklahoma State Department of Education
Indian Education Section (1974-75)

TABLE XXXVd

INDIAN ENROLLMENT (JOM PARTICIPANTS ONLY)
1973 - 1974
INDIAN GRADUATES

No. of 8th Grade Graduates 1177
No. of 12th Grade Graduates 625

AGE

GRADE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	JOM PARTICIPANTS ONLY Indian Enroll.	Students known to have re-enrolled in another school of any type Transfers	DROPOUT KEY withdrawn by parents A	marriage B	employment C	detailed by law agencies D	illness E	death F	expelled G	other H	TOTAL DROPOUTS	TOTAL JOM INDIANS COMPLETED GRADE	TOTAL OF ALL STUDENTS completed grade regardless of ethnic group
Kg.	15	819	98	2													934	78	28				4			3	35	821	4185
1		10	933	260	24	3		1									1231	106	28				1			2	31	1094	5093
2			29	834	262	32	1										1158	85	17							1	18	1055	4838
3				42	820	336	44	3		1							1246	84	19					1		3	23	1139	5173
4					24	861	345	53	7								1290	69	13							3	16	1205	5670
5						50	831	371	58	3	1						1314	70	15					1		2	18	1226	5963
6						1	83	759	378	77	4		1				1283	82	9			3	1			3	16	1185	5858
7								62	750	373	84	22	2	2			1295	85	14							12	26	1184	6138
8									42	782	414	78	13	2		1	1332	101	21	1		2	1		3	26	54	1177	6230
El. Ug.			3	6	8	11	12	11	8	6	5	5	1	1			77	9								4	4	64	506
Total Elem.	15	829	1063	1144	1138	1294	1296	1260	1243	1242	508	105	17	5		1	11,160	769	164	1		5	7	2	3	59	241	10,150	49,654
9									1	59	628	319	72	21	2	1	1103	88	23	4	4	5	1	1	5	49	92	923	5989
10										1	46	637	269	64	20	2	1039	58	35	15	7	2	5		3	37	104	877	5420
11											1	27	524	273	54	7	886	51	19	16	7	8	2	1	3	40	96	739	5007
12													25	473	203	35	736	29	10	18	9	1	1	2	6	35	82	625	4401
Sec. Ug.																													
Total Sec.									1	60	675	983	890	831	279	46	3764	226	87	53	27	16	9	4	17	161	374	3164	20,817
Total El. & Sec.	15	829	1063	1144	1138	1294	1296	1260	1244	1302	1183	1088	907	836	279	46	14,924	995	251	54	27	21	16	6	20	220	615	13,314	70,471

1. In the first column elementary ungraded students (El. Ug.) may include pre-kindergarten as well as special students in any category. Secondary ungraded (Sec. Ug.) includes all special students of high school age.

NOTE:
2. In reporting numbers of dropouts by grade and category show NUMBERS under the alphabetical key and not check marks.
3. REMEMBER THAT EACH COLUMN EXCEPT AT THE EXTREME RIGHT IS FOR JOHNSON-O'MALLEY ASSISTED INDIAN STUDENTS ONLY.

Source: Oklahoma State Department of Education
Indian Education Section (1974-75)

TABLE XXXVe

INDIAN ENROLLMENT (JOM PARTICIPANTS ONLY)
1974 - 1975

INDIAN GRADUATES
No. of 8th grade graduates 830
No. of 12th grade graduates 457

GRADE	AGE 4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	JOM Participants Only: Indian Enroll.	Students known to have re-enrolled in another school of any type: Transfers	DROPOUT KEY: Withdrawn by parents A	Marriage B	Employment C	Detailed by law agencies D	Illness E	Death F	Expelled G	Other H	Total Dropouts	Total JOM Indians Completed Grade	Total of All Students completed grade regardless of ethnic group
Kg.	5	599	68		1												673	41	14							2	16	616	2,664
1		10	651	151	14	2	1										829	50	9					1		1	11	768	2,950
2			24	566	171	19											780	41	13							1	14	725	2,923
3			1	29	570	175	34	2	1								812	37	14								14	761	3,000
4					37	597	201	27	3	1							866	34	17							3	20	812	3,181
5						42	652	210	34	2							940	51	6							3	9	880	3,500
6							60	592	206	39	4						901	44	13							3	16	841	3,619
7								55	552	213	42	3	2				867	46	6				1		1	17	25	796	3,606
8								3	64	558	243	42	3				913	44	10	1		1	4			23	39	830	3,693
El Ug.				4	6	5	10	7	7	2	3	1	2	2	1		50	5	2							2	4	41	215
Total Elem.	5	609	744	750	799	840	958	896	867	815	292	46	7	2	1		7,631	393	104	1		1	5	1	1	55	168	7,070	29,351
9									3	61	531	241	40	9	1		887	49	18		1	1	4		3	46	73	765	3,606
10											71	402	190	29	7	2	701	34	10	5	6	4	2		4	63	94	573	3,238
11												51	395	147	31	5	629	21	9	11	2	1			1	41	65	543	2,853
12												1	48	338	124	20	531	18	8	9	6	2				31	56	457	2,528
Sec. Ug.												3		1	2		6											6	32
Total Sec.									3	61	602	698	673	524	165	28	2,754	122	45	25	15	8	6		8	181	288	2,344	12,257
Total El. & Sec.	5	609	744	750	799	840	958	896	870	876	894	744	680	526	166	28	10,385	515	149	26	15	9	11	1	9	236	456	9,414	41,608

NOTE:
1. In the first column elementary ungraded students (El. Ug.) may include pre-kindergarten as well as special students in any category. Secondary ungraded (Sec. Ug.) includes all special students of high school age.
2. In reporting numbers of dropouts by grade and category show NUMBERS under the alphabetical key and not check marks.
3. REMEMBER THAT EACH COLUMN EXCEPT AT THE EXTREME RIGHT IS FOR JOHNSON-O'MALLEY ASSISTED INDIAN STUDENTS ONLY.

Source: Oklahoma State Department of Education
Indian Education Section (1974-75)

TABLE XXXVI

Drop Out Statistics - Sample Schools
(1974-75)

Students Left School During Year			Students Leaving Who Requested Transcripts			Drop Out Prevention Program	
Total	Indian	% of Total	Total	Indian	% of Total	Yes	No
1,398	352	25%	795	266	75%	10	12

TABLE XXXVII

INDIAN ENROLLMENT* (JOM PARTICIPANTS ONLY) BY GRADE
TOTAL COMPLETION
1970-71 through 1974-75

	K	1	2	3	4	5	6	7	8	9	10	11	12	No. of Districts
1970-71	658	1380	1300	1242	1303	1287	1277	1267	1225	1123	1036	806	712 (58%)	253
71-72	751	1051	1049	1053	982	1019	1046	1034	954	810	727	682	544 (57%)	142
72-73	779	1005	1040	1038	973	991	999	981	1002	818	668	643	586 (58%)	130
73-74	821	1094	1055	1139	1205	1226	1185	1184	1177	923	877	739	625 (53%)	147
74-75*	616	768	725	761	812	880	841	796	830	765	573	543	457 (55%)	104

*Does not include 39 Western Oklahoma School Districts
**Percentages in parentheses indicate 12th grade enrollment as a percent of 8th grade enrollment

TABLE XXXVIII

OKLAHOMA PUBLIC SCHOOL ENROLLMENTS BY GRADE
(1974-75)

GRADE		TOTAL	INDIAN	%INDIAN
Kindergarten		42,620	3,579	8.4
First		45,504	4,190	9.21
Second		41,780	4,179	10.00
Third		41,043	4,205	10.25
Fourth		41,364	4,631	11.20
Fifth		43,987	5,065	11.51
Sixth		48,120	5,590	11.62
	Elementary	261,798	27,860	10.64
Seventh		50,882	5,668	11.14
Eighth		51,509	5,280	10.25
Ninth		52,968	5,558	10.49
	Junior High	155,359	16,506	10.62
Sophomore		49,874	4,795	9.61
Junior		45,804	4,196	9.16
Senior		40,025	3,418	8.54
	High School	135,703	12,409	9.14
K-12		590,480	60,354	10.22
	NU	1,056	48	4.55
	Special Education	8,336	685	8.22
	TOTAL	604,872	61,087	10.10

Source: State Department of Education
Division of Data Processing, Systems Design

TABLE XXXIX

PROJECT SAMPLE SCHOOL FACILITIES SURVEY

		Excellent	Very Good	Good	Poor	Unsatisfactory	No. of Bldgs.
A.	Site						
	1. Size	29%	37%	30%	3%	0	62
	2. Accessability	27%	40%	30%	2%	0	62
B.	Building Structure						
	1. Interior	16%	27%	48%	8%	0	62
	2. Exterior	16%	29%	48%	6%	0	62
C.	Administrative Space						
	1. General Receiving	14%	14%	59%	9%	1%	62
	2. Health Service	8%	9%	50%	29%	3%	62
	3. Teacher's Work Space/Lounge	8%	11%	61%	15%	3%	60
	4. Guidance Office	8%	22%	53%	16%	0	62
D.	Instructional Space						
	1. Classrooms	17%	25%	51%	4%	0	62
E.	Special Areas						
	1. Special Classrooms (Art, Music, Special Education, etc.)	9%	21%	62%	6%	0	61
F.	General Service Areas						
	1. Cafeteria	9%	27%	58%	4%	0	62
	2. Gymnasium	11%	16%	60%	6%	4%	61
	3. Auditorium	8%	9%	54%	19%	8%	61
	4. Library	15%	25%	48%	8%	3%	60
G.	Heating, Ventilation, Air Conditioning	19%	9%	54%	12%	3%	62
H.	Lighting	17%	24%	51%	6%	0	62
I.	Fire Protection	14%	61%	22%	1%	0	62
J.	Water Supply and Sanitary Facilities	14%	56%	29%	0	0	62

TABLE XL

OKLAHOMA JOHNSON-O'MALLEY (JOM)
PUBLIC SCHOOL ENROLLMENTS
AND SPECIAL PROGRAM ALLOCATIONS
1970-71 THROUGH 1974-75

	1970-71 Enrollment		1971-72 Enrollment		1972-73 Enrollment		1973-74 Enrollment		1974-75 Enrollment	
	Indian	Total	Indian	Total	Indian	Total	Indian	Total	Indian	Total
No. of School Districts Served		253		142		130		147		143
Kindergarten	697	7636	788	3826	865	5275	934	4185	---	---
1st - 8th	11012	92029	8728	42473	8836	53983	10226	45469	9928*	48505*
Average Elementary Enrollment (1-8)	1376.5	11509.8	1081.0	5209.0	1104.5	6747.8	1278.2	5683.6	1103.1	5389.4
9th - 12th	4219	42870	3218	19615	3271	25478	3764	20817	3779	20257
Average Secondary Enrollment (9-12)	1054.7	10717.5	804.5	4903.7	817.7	6369.5	941.0	5204.2	944.7	5064
TOTAL ENROLLMENT (K-12)	15928	142585	12734	65914	12972	84736	14924	70471	13707	68762
Total JOM Funding Public School Projects			$1,721,122		$1,688,880		$1,761,098		$1,752,487	
$/Indian student			$135.16		$130.19		$118.00		$127.85	

*Includes Kindergarten.

TABLE XLI

Oklahoma Johnson-O'Malley (JOM) Program Descriptions
By Activity by Area of the State
1974-75

Eastern Oklahoma (Muskogee/SDE)		Western Oklahoma (Anadarko)	
No. of Districts - 104		No. of Districts - 39	
Special Program Components:		Special Program Components:	
Arts and Crafts	9	Arts and Crafts	3
Art	13	Art	5
Counselor	18	Counselor	5
Aides		Aides	
Attendance	1	Attendance	2
Counselor	1	Counselor	2
Health	2	Health	2
Learning Center	2	Physical Education	1
Physical Education	1	Teacher	35
Teacher	88	Home-School	3
Home-School	7		
Other	2		
Career Awareness	1	Cultural Awareness	4
Cosmetology	1	Dormitory Transportation	3
Cultural Awareness	2	Early Childhood Education	3
Dormitory Transportation	1	Enrichment	1
Enrichment	1	Learning Disabilities	2
Language Arts	1	Masonry	1
Learning Disabilities	12	Reading	5
Masonry	1	Special Education for M.R.	1
Music	11	Tutorial	6
Reading	24		
Reduction of Class Size	2		
Self Improvement	4		
Special Education for M.R.	2		
Special Social Studies	1		
Tutorial	8		
TOTAL AMOUNT FOR SPECIAL PROGRAMS	$1,110,908	TOTAL AMOUNT FOR SPECIAL PROGRAMS	$439,434
Number of Districts Participating in Parental Cost	77	Number of Districts Participating in Parental Cost	37
Total Amount for Parental Cost	$150,884	Total Amount for Parental Cost	$51,261
GRAND TOTAL	$1,261,792	GRAND TOTAL	$490,695

Source: Muskogee Area Bureau of Indian Affairs, Review of JOM Program, 1974-75
Anadarko Area Bureau of Indian Affairs, Proposal Files

TABLE XLII

COMPARABLE ANALYSIS OF PART A PROJECTS FOR FISCAL YEARS 1973 AND 1974

State	1973-74 School Districts Funded	1974-75 School Districts Funded	Percent Increase	FY 1973-74 Funding	FY 1974-75 Funding	Percent Increase	(In Funded Districts) 1973-74 Indian Student Enrollment	(In Funded Districts) 1974-75 Indian Student Enrollment	Percent Increase	FY 1973-74 Expenditures Per Indian Pupil	FY 1974-75 Expenditures Per Indian Pupil	Decrease In Number Of Students	Increase In Number Of Students
Alabama		1	300		$ 32,165.78	100	81	433	435		$ 74		352
Alaska	9	25	177	$ 1,532,982.28	3,706,936.07	142	10,757	18,371	70	$143	202		7,614
Arizona	24	49	104	1,440,024.19	2,217,633.05	154	19,292	21,482	11	75	103		2,190
California	17	122	617	107,715.45	1,223,819.22	1004	1,273	10,466	722	85	117		9,193
Connecticut	1		0	3,191.00			32			100		32	
Colorado	4	8	100	47,616.22	114,092.75	140	594	1,025	73	80	111		431
Florida	2	5	150	14,844.49	57,610.30	288	190	541	185	78	106		351
Georgia		1	100		1,752.82	100		22	100		80		22
Idaho	4	5	25	35,502.37	82,770.57	133	583	1,003	72	61	83		420
Illinois	1	2	100	14,899.67	151,326.32	983	150	1,250	733	99	129		1,100
Iowa	1	3	200	18,912.42	60,304.90	219	219	505	131	86	119		286
Kansas	2	5	150	13,611.27	99,439.54	631	174	952	447	78	104		778
Louisiana	1	8	700	6,320.02	308,997.34	4790	85	3,011	3442	74	103		2,926
Maine	2	9	350	10,588.74	51,582.42	387	148	520	251	72	99		372
Maryland	1	1		51,888.33	71,544.71	38	527	527		98	136		
Massachusetts		1	100		4,501.67	100		38	100		118		38
Michigan	13	85	554	113,919.42	839,544.22	637	1,179	6,285	433	97	134		5,106
Minnesota	18	41	128	669,760.21	1,190,175.19	778	6,710	8,703	30	100	137		1,993
Montana	28	34	21	460,590.30	872,823.37	82	6,039	8,094	85	80	108		2,055
Nebraska	4	11	175	18,790.53	167,056.90	889	233	1,533	558	81	109		1,300
Nevada	1	11	1000	15,625.59	294,617.77	1786	202	2,625	1199	77	96		295
New Mexico	13	14	8	1,391,985.25	1,920,981.99	38	19,642	19,937	2	71	96		295
New York	10	12	20	332,222.67	662,314.22	100	2,202	3,394	54	150	195		1,192
North Carolina	17	19	12	882,390.11	1,145,461.09	30	12,871	13,752	7	65	83		881
North Dakota	13	17	31	198,037.36	371,286.75	87	2,845	3,923	38	70	95		1,078
Ohio	2	2		29,029.39	37,642.14	30	381	363		76	104	18	
Oklahoma	165	205	24	1,650,210.19	4,296,848.94	160	25,826	50,148	94	64	86		24,322
Oregon	2	9	350	76,582.97	267,951.90	250	808	2,048	153	95	130		1,240
South Carolina		1	100		4,666.97	100		58	100		80		58
South Dakota	17	29	71	484,073.86	825,443.17	71	6,579	8,827	34	74	94		2,248
Texas		4	400		75,350.07	100		815	100		92		815
Utah	6	10	67	155,235.44	263,458.35	70	2,358	2,914	24	66	90		556
Virginia		2	200		8,227.21	100		80	100		103		80
Washington	29	67	131	699,674.57	1,523,970.56	118	7,907	12,755	61	88	119		4,848
West Virginia	1	1		1,507.97	3,140.34	108	22	34	55	69	92		12
Wisconsin	22	28	27	421,688.38	749,332.22	78	4,495	5,761	28	94	130		1,266
Wyoming	5	5		84,961.45	94,793.42	12	974	743		87	128	231	
	435	854	96	$10,952,366.00	$23,809,518.34	117	35,297	212,938	57	$81	$117	281	75,713

TABLE XLIII

Title IV - Part A
Denial of Applications for FY 1974 Funding

Reasons for Denial	Number	%
Application Incomplete	23	12.6
Application Ineligible	11	6.0
Monetary Arrangements Unacceptable	4	2.2
Proposal/Narrative Weak	20	11.0
Evaluation/Dissemination Lacking/Vaque	30	16.5
Indian/Community Involvement Low	84	46.2
Low Priority/Not Worth Funding	2	1.1
Other	8	4.4
Total Cases Analyzed	182	100.0

TABLE XLIV

CHANGES IN RELATIVE EMPHASIS OF FREQUENTLY IDENTIFIED NEEDS:
COMPARISON OF PART A APPLICATIONS FOR FY 1974 AND FY 1975

Needs Identified	Percent of Funded Applications For FY 1974	Percent of All Applications For FY 1975	Changes
Personal or Social Needs:			
Social Adjustment/Peer Acceptance	43.2	9.5	(33.7)
Self-Concept/Image/Image as Indian	50.3	55.6	5.3
Educational Achievement Needs:			
Dropout Rate	31.7	24.0	(- 7.7)
Absenteeism	22.5	17.6	(- 4.9)
Low Grades	31.3	36.7	5.4
Low Test Scores	23.0	16.9	(-6.1)
Low Motivation/Negative School Attitude	.5	23.9	23.4
Curricular Inadequacies:			
Reading/Remedial Reading	9.4	27.5	18.1
Math/Remedial Math	5.3	15.8	10.5
Indian Studies/Culture	53.8	50.0	(-3.8)
Staff Inadequacies:			
Understaffed	32.6	11.1	(-21.5)
Lack of Knowledge & Understanding of Indians	28.5	11.3	(-17.2)
Lack of Teachers and Aides of Indian Ancestry	.7	18.0	17.3
Background Inadequacies:			
Equipment	19.5	30.5	11.5
Materials, Supplies, Texts, Library Materials	27.4	64.2	36.8
Special Services Inadequacies:			
Counseling Program/Vocational-Career Guidance	46.9	29.7	(-17.2)
Community/Parent Relations	26.7	21.8	4.9
Tutorial Program	1.4	21.8	20.4

TABLE XLV

CHANGES IN RELATIVE EMPHASIS OF FREQUENTLY PROPOSED OBJECTIVES: COMPARISON OF PART A APPLICATIONS FOR FY 1974 AND FY 1975

Objectives	Percent of Funded Applications For FY 1974	Percent of All Applications For FY 1975	Change
Social Adjustment, Counseling Program Development:			
Improve Social Adjustment/Life Skills	29.9	11.5	(-18.4)
Improve Self-Image/Concept of Self as Indian	54.0	46.6	(- 7.4)
Curriculum Development, Objectives:			
Language Arts/Remedial Language/ General Community Skills	38.2	15.0	(-23.2)
Reading/Remedial Reading	31.7	27.2	(- 4.5)
Math/Remedial Math	19.5	15.7	(- 3.8)
Speech/Drama/Performing Arts	25.5	.9	(-24.6)
Indian Studies	30.6	48.8	18.2
Career Education	20.9	7.4	(-13.5)
Staff Development:			
To Be Enlarged	65.1	29.0	(-36.1)
To Receive Training	16.6	17.6	1.0
To Work With Indian Consultants	22.3	31.8	9.5
To Employ Paraprofessionals/Aides	24.8	25.3	.5
To Improve Community Relations/ School-Family Communication/ Attitude Toward School	26.4	22.8	(- 3.6)
To Develop Curriculum/Materials	12.9	35.1	22.2

TABLE XLVI

FEDERAL PROGRAMS IN FY 1975 (Oklahoma)

Program	Act	Title	Public Law
Adult Basic Education	Adult Education Act	III	91-230
Child Centered Programs	Elementary and Secondary Education Act (ESEA) 1965	I	89-10 Amended by 89-313
Civil Defense Education	Federal Civil Defense Act 1950		81-920
Compensatory Education	ESEA 1965	I, Part A and C	89-10
Educational Programs for Migratory Children	ESEA 1965	I	89-10, 89-750, 90-247, 91-230
Emergency School Aid Act	Emergency School Aid Act (ESAA)	VII	92-318
Guidance, Counseling, and Testing	Vocational Education Act, 1963	III; V, Part A	88-210, 89-10
Human Relations	Civil Rights Act, 1964	IV, Section 403	88-352
Planning, Research, and Evaluation	ESEA	V, Part C	89-10
Programs for Neglected and Delinquent in State Institutions	ESEA 1965	I	89-10 Amended by 89-750
School Library Resources	ESEA	II	89-10
Special Education Programs and Projects for Handicapped	Education of the Handicapped Act (EHA)	VI, Part B	91-230
Media Services for Handicapped Children	EHA	VI, Part F; 651-2	91-230
Regional Resource Center	EHA	VI, Part C; 621-4	
Services for Deaf-Blind Children	EHA	VI, Part C; 622	91-230
Training Teachers for the Handicapped	EHA	VI, Part D	91-230
Strengthening Instruction through Equipment	National Defense Education Act (NDEA)	III	85-864
Strengthening State Department	ESEA 1965	V, Part A	89-10
Supplementary Educational Centers and Services	ESEA	III, Section 304	89-10 Amended by 91-230

TABLE XLVII

Actual Receipts
P. L. 874

1974-1975

Harvey Ross, Administrator

County	Total	County	Total	County	Total	County	Total
Adair	$ 384,786	Ellis	2,906	Mayes	112,650	Rogers	$ 76,778
Alfalfa	7,001	Garfield	264,595	McClain	75,558	Seminole	292,072
Atoka	20,324	Grady	68,768	McCurtain	109,838	Sequoyah	91,153
Beckham	2,394	Greer	8,086	McIntosh	136,751	Stephens	29,319
Blaine	126,367	Harmon	721	Murray	7,659	Texas	2,341
Bryan	17,728	Haskell	50,303	Muskogee	142,962	Tillman	16,302
Caddo	478,677	Hughes	42,273	Noble	31,830	Tulsa	442,879
Canadian	201,634	Jackson	803,853	Nowata	12,658	Wagoner	14,367
Carter	74,731	Jefferson	6,863	Okfuskee	110,030	Washington	443
Cherokee	165,788	Johnston	38,946	Oklahoma	2,725,578	Washita	144,234
Choctaw	7,406	Kay	50,812	Okmulgee	125,457		
Cimarron	19,872	Kingfisher	734	Osage	74,015		
Cleveland	609,500	Kiowa	64,936	Ottawa	124,966		
Coal	9,790	Latimer	22,228	Pawnee	44,821		
Comanche	2,178,559	LeFlore	118,214	Pittsburg	280,557		
Cotton	36,691	Lincoln	114,842	Pontotoc	76,113		
Creek	43,581	Logan	30,917	Pottawatomie	345,652		
Custer	59,650	Love	3,018	Pushmataha	3,413		
Delaware	125,095	Marshall	21,175	Roger Mills	5,794		
Dewey	35,983					STATE TOTAL	$11,975,937

TABLE XLVIII

ADULT BASIC EDUCATION PARTICIPANTS
STATE OF OKLAHOMA 1974-75

AGE	AMERICAN INDIAN		NON-INDIAN		TOTAL
	Male	Female	Male	Female	
16-24	178	410	1,954	2,713	5,255
25-34	134	376	1,052	2,055	3,617
35-44	92	239	624	1,330	2,285
44-54	62	141	263	548	1,014
55-64	18	29	121	230	398
65 plus	3	12	53	121	189
TOTAL	487	1,207	4,067	6,997	12,758

CHAPTER II

VOCATIONAL-TECHNICAL EDUCATION

Introduction

For the past 59 years, vocational-technical education in Oklahoma has been a means of educating and training individuals in the skills necessary for employment in many different areas. Presently, 47,385 persons are needed to meet the demands of business and industry representing the occupational training sector. The number of trainees available for placement from the public vocational-technical education training programs is 12,527 individuals. In other words, only 26 percent of the demand for labor is being supplied by vocational and technical training programs annually. This leaves 74 percent of the annual demand not being filled by any public vocational-technical education training programs.

The original vocational education legislation providing for cooperation between the Federal Government and the states was approved February 23, 1917, and is know as the Smith-Hughes Act. On March 23, 1917, the Oklahoma State Legislature passed the Act of Acceptance and vocational education was established in the state. Since then, several subsequent Federal Acts dealing with vocational education have been passed, including the Vocational Education Act of 1963, Public Law 88-210, (as amended by the Vocational Education Amendments of 1968, Public Law 90-576) which supersedes all previous Federal Acts on vocational education.

The most recent Oklahoma legislation on vocational-technical education is found in Title 70, O.S. 1971, Section 14-101 et seq. This act creates

and specifies the power and duties of the State Board of Vocational and Technical Education (see organizational chart). The mission of the State Department of Vocational and Technical Education (SDVTE) is "To educate, train, and provide guidance for all persons who seek to develop the knowledge, skills, and behavioral characteristics that are necessary for employment."

Industrial growth in Oklahoma has shown a continued gain over the past five year period. Significant changes in vocational-technical education have paralleled this increase in industrial growth in order to meet the occupational structure of the labor force. Several factors have contributed to the changes in the occupational structure, including diversification in occupational characteristics, migration of population, shift from rural to urban, change in distribution of income, industrial growth, tourist increase, trained source of manpower, and technological changes.

The population base in Oklahoma has continued to shift from rural to urban. In 1930, approximately 67 percent of the state's residents lived in rural areas, while in 1970, it is estimated that 32 percent of the residents of the state lived in rural parts, showing that 35 percent of the state's population has moved from rural to urban areas. There has also been a general increase in the population of Oklahoma over the 10 year period of 1960 to 1970. Census information published in 1960 estimated the population of be 2,328,284, and the census for 1970 estimated the population at 2,559,229 persons. This is an increase of 230,945 or 9.9 percent.

The industrial climate has become more favorable in Oklahoma due to the natural resources and the capability of the state to provide a source

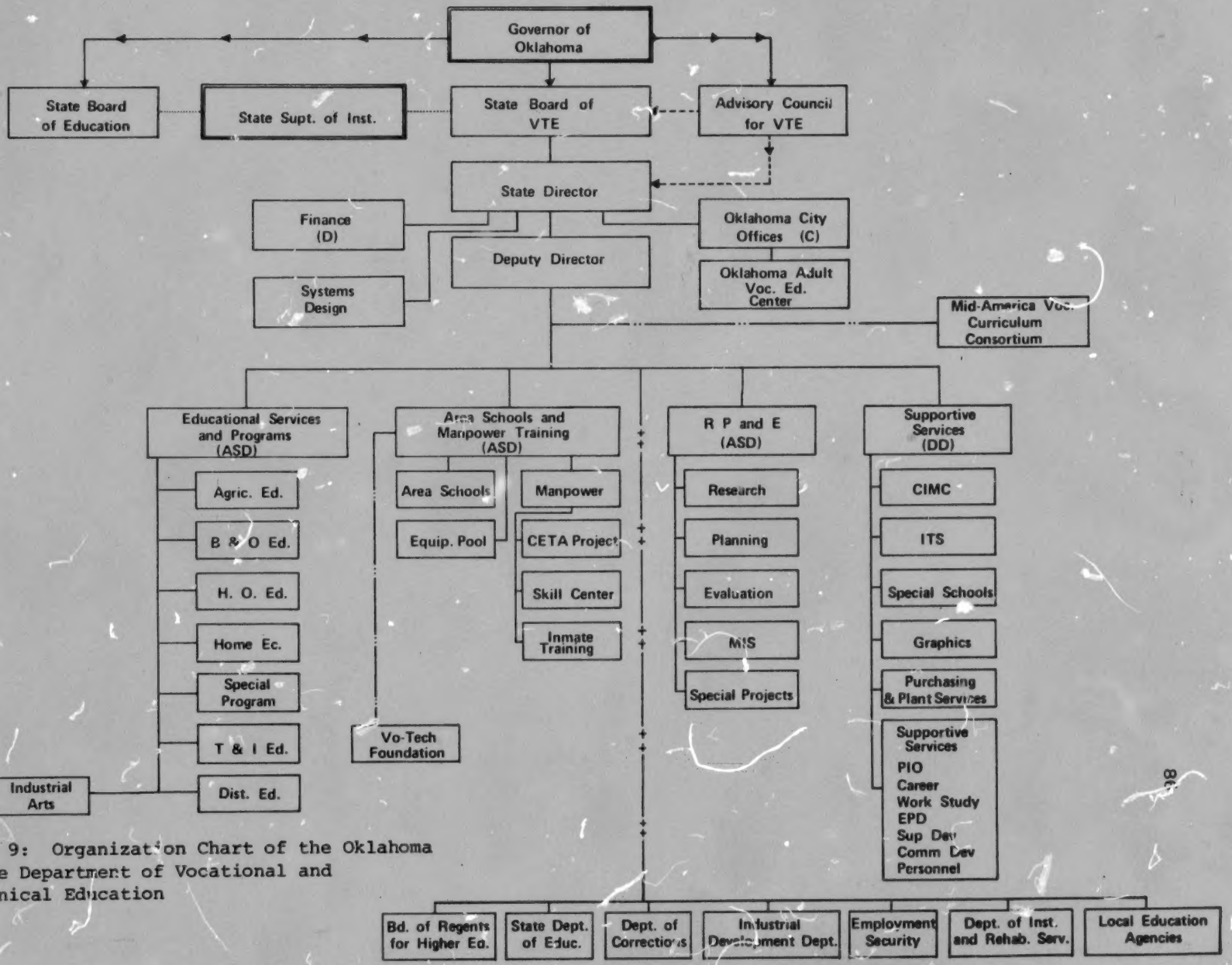


Figure 9: Organization Chart of the Oklahoma State Department of Vocational and Technical Education

of trained manpower.

During FY '75, the total unduplicated number of persons trained in secondary, post-secondary, and adult vocational-technical programs was 132,235. This figure represents 73,437 secondary students, 10,478 post-secondary students, and 57,268 adults. The training was accomplished in 141 occupational areas, utilizing a total of 428 high schools, 27 area voc-tech school campuses, 18 junior colleges, 3 technical institutes, and 1 residential school.

From 1973-74 to 1974-75, secondary enrollment increased by 1,213 students and post-secondary enrollment at the college level increased by 629 students. An additional 1,905 full-time adults were enrolled in area schools and are credited to the post-secondary level. Overall, adult enrollment increased from 50,171 to 57,268 and thus showed a gain of 7,097 or 14 percent. The emphasis on adult programs along with the move to full-time adult programs, should cause an increase again during FY '76.

The enrollment data in the Area Vocational-Technical Schools during 1974-75 indicate, as in the secondary and post-secondary enrollments, that the number of Indian students enrolled in vocational-technical courses correlates highly with the general Indian population that is being served by the school (see Table L). This is true in all levels of education; secondary, full-time adult, and part-time adult. The highest Indian enrollment occurs at Tri-County, Caddo-Kiowa, Stilwell, Indian Capitol, Cordon Cooper, and Kiamichi-Poteau. The schools in certain northwest (O. T. Autry) and western countries (Red River) are low in Indian enrollment.

In reviewing the percentage of Indians enrolled in a secondary

vocational program by county, it is evident that the counties which have a high percentage of Indian population also have a high percentage of Indian secondary vocational enrollment. Delaware has 29.31 percent and Cherokee 25.77 percent. Conversely, the Panhandle, and some of the western and northwestern counties are very low in Indian population and in Indian students enrolled in secondary vocational programs.

Other than increasing Indian enrollment, however, many objectives set forth in different vocational instructional areas, such as assisting the disadvantaged, have been achieved. Vocational instructional programs in virtually every part of the state had a large number of disadvantaged students enrolled, with disadvantaged students comprising 28 percent of the total vocational-technical enrollment at the secondary level.

The handicapped is also an area where enrollment again increased. Handicapped individuals represented 8 percent of the total secondary vocational-technical enrollment.

Additionally, special programs proved to be successful in FY '75. There were 34 Cooperative Vocational Education programs with 1,182 students enrolled. There were 66 programs of work study involving 672 students at the secondary and post-secondary levels. Exemplary programs were initiated and conducted in all the priority areas listed for FY '74. Research funds were also used to conduct Career Education developmental projects.

The industrial climate has become more favorable in Oklahoma due to the natural resources and the capability of the state to provide an adequate source of trained manpower. In part, increases in Oklahoma's vocational-technical programs have contributed to this favorable situation.

It is interesting to note that 75.9 percent of the state's work force is in the skills training area which requires a median educational level of 12.6 or less. This would indicate that occupational training is still very much needed at the secondary level, although there are ample opportunties for persons trained at the post-secondary levels to gain employment.

Occupational information provided by the Occupational Training Information System, OTIS, indicated that training continues to be needed in all occupational areas. The following is the status of the demand and supply for manpower in Oklahoma.

Demand for Vocational-Technical Manpower

Agriculture

The Occupational Training Information System shows that annually 2,150 persons will be needed in the field of agriculture. The public sector trains 1,785 individuals, which represents 83 percent of the demand for trained persons being supplied in the field of agriculture.

Distribution and Marketing

The annual demand for persons in the field of distribution and marketing is 7,535. Vocational-technical education trains 1,331 individuals, which means that 18 percent of the demand is being supplied by public education.

Health Occupations

The Occupational Training Information System shows 4,452 persons being demanded annually in the health related fields. The public sector

trains 1,970 individuals, which represents 44 percent of the demand for trained persons in this field.

Home Economics Education

There is an annual need for 3,041 individuals in home economics occupations. Currently 230 individuals are being trained which means that only 7 percent of the demand is being supplied by public education.

Office Occupations

Office occupations require 10,138 individuals annually, although the public sector of vocational and technical education trains 2,257 individuals or 22 percent of the demand.

Technology

The Occupational Training Information System reflects that 1,792 individuals are demanded annually in the field of technology. Technical education in the public sector trains 474 individuals which represents 26 percent of the manpower needed in this area each year.

Trade and Industrial

The demand for persons trained in trade and industrial education annually is 18,277 individuals. Vocational and technical education in the public sector trains 24 percent of the annual demand or 4,480 people.

Oklahoma Employment Security Commission Registrants

A major portion of the demand for trained persons is being filled from the classification of Oklahoma Employment Security Commission

registrants. In agriculture, the portion of demand being supplied by the OESC registrants is 6 percent; in the distribution and marketing area, 28 percent; in gainful home economics, 20 percent; in office occupations, 30 percent, in technical education, 20 percent; and in trade and industrial education, 26 percent. In all, the Oklahoma Employment Security Commission registrants supply 26 percent of the manpower in the demand areas.

Private Schools Training Output

The private school sector supplied 1 percent of the demand for trained manpower in both agriculture, home economics, and distribution and marketing. The supply in other areas included: health, 7 percent; office occupations, 19 percent; technology, 10 percent; and trade and industrial education, 4 percent. In the private sector the training output from private schools represents 6 percent of the total demand for trained manpower.

Overall Demand Being Supplied

Three sectors, the public vocational-technical education training program output, individuals registered with the Employment Security Commission, and the private school sector, represent 59 percent of the overall demand being supplied.

Composition of Manpower Supply

In analyzing the total available supply of trained manpower in Oklahoma, it is found that 45 percent of the supply is derived from the public vocational-technical education training sector, 44 percent of

of the supply is composed of the Oklahoma Employment Security Commission registrants, and 11 percent of the supply is from the private school sector.

Definitions for People, Programs, and Vocational-Technical Education Facilities

Disadvantaged

Disadvantaged persons are those persons who have academic, socio-economic, cultural, or other handicaps that prevent them from succeeding in a regular vocational education or consumer and homemaking program designed for persons without such handicaps, and who for that reason, require specially designed educational programs or related services.

Handicapped

Handicapped persons are those persons who are mentally retarded, hard of hearing or deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or otherwise health impaired who, by reason of their handicapping condition, cannot succeed in a regular vocational or consumer and homemaking education program without special educational assistance or who require a modified vocational or consumer homemaking program.

General

Persons are classified as general if they will succeed in a regularly designed vocational education or consumer homemaking program.

Elementary

A program designed for children, kindergarten through 8th grade.

Secondary

A program designed for high school youth including grades 9 through 12 for 14- through 18-year-olds.

Post-Secondary

A program designed primarily for youth or adults who have completed or left high school and who are available for an organized program of study in preparation for entering the labor market.

Adult Preparatory (part-time study)

A program designed to provide training for persons who have already entered the labor market or are unemployed but need training or retraining in preparing for a new occupation.

Adult Supplementary (part-time study)

A program designed to provide training for persons who have already entered the labor market and need training to be updated or upgraded to achieve stability or advancement in their current employment.

Comprehensive High Schools

Those public schools which serve the 9th through 12th grade levels of instruction for 14- through 18-year-old students and support vocational education by offering five or more vocational and/or consumer homemaking education programs.

Area Vocational-Technical Schools

A specialized school used exclusively or principally for the provision of vocational and technical education to secondary, post-secondary, adult students, and persons with academic, socio-economic, or other handicaps who are available to study in preparation for entering: (1) the labor market, or (2) advanced technical education programs that do not lead to a baccalaureate degree.

Manpower Skills Training Center

A centralized self-contained facility that operates on a full-time, prime-time basis, and is especially designed to continually provide counseling and related services, work orientation, basic and remedial education, and institutional skill training in a variety of occupations for adult trainees recruited from a broad area.

Post-Secondary Training Institutions

Two-year schools which offer exclusively post-secondary training in various occupational areas which may or may not be accredited at a four-year institution.

Technical Institutes

Schools that have the exclusive purpose of providing trade, technical, and occupational programs for adults although they may or may not receive college credit. In addition to their occupational programs, institutes may offer programs at a pre-professional or general educational level.

Regular Programs

Secondary

In the area of vocational-technical education, secondary schools offer many unique and varied programs. Not only are students able to follow a regular academic course of study, but in addition they may also take advantage of programs such as those listed in Table XLIX in order to prepare themselves for employment or advanced vocational-technical training upon graduation.

Agriculture

Vocational Agriculture courses are offered in 354 schools with 408 teachers heading classes in regular vocational agriculture production, agriculture mechanics, and vocational agriculture related occupations. Although agriculture occupations was offered as a course in only 46 schools, 2,000 teacher-supervised students working in agriculture-related occupations reported income from agri-business occupations.

One hundred seventy-seven chapters operated school farms or land laboratories, thus providing an opportunity for many non-farm students to own and care for projects of their own. In addition, 32 schools provided greenhouses or nurseries. Some of the outstanding school farms include Clinton, Elk City, Altus, Eufaula, Holdenville, Valliant, Hooker, Woodward, Dustin, and Harrah.

Nearly 100 percent of the schools provided pickup trucks to be used in supervision of the students and 70 percent of the chapters had trailers which were used in assisting students haul livestock.

Thirty-six schools provided new vocational agriculture facilities for their programs during the past year, with 33 additional schools

remodeling their present facilities, and 34 schools planning to build new facilities in the near future.

Business and Office Education

The Business and Office Education Division has a total of 113 public school programs of which 61 are operating in the regular public schools; 49 in the area vocational-technical schools, and 4 in special schools. The public school programs combine classroom instruction with on-the-job training, while the area vocational-technical schools provide primarily classroom instruction using an office simulation environment. These programs operate in the 12th grade and are intended to refine the skills students have already acquired.

One of the more interesting features of Business and Office Education is the extensive use made of a mobile van equipped with keypunch equipment. The van has been used for initial keypunch training in numerous locations and has served to reinforce teacher education programs during the summer months at Central State University in Edmond. Oklahoma has been actively soliciting new industry for the state, and many of these prospective industries have a need for trained data processing personnel, especially clerical support in the form of keypunch operators. The availability and mobility of this piece of equipment has been a significant factor in the decision for many industries to locate in the state.

Four experimental programs were operated during the year with outstanding success. Teachers involved with the experimental program are getting away from the traditional concept of teaching a course or a series of courses and are making a conscientious effort to determine what the needs of the students are. Block-time instruction is used

during the junior and senior year with two hours a day of instructional time each year. Basic skills are taught during the junior year, as well as a wide range of general knowledge, attitudes, and skills required for the occupational objective selected by the student. The business and office education teacher's primary objective is to provide each student with an employable skill in the field agreed upon by the student and the teacher. The programs are available in four types of educational settings encompassing an area vocational-technical school; a large comprehensive high school with a heterogeneous population; a large comprehensive high school with a somewhat homogeneous population; and a small suburban high school.

The first phase of the experimental block-time project was conducted during FY '74 and the second phase was conducted during FY '75. In both phases, instruction was usually designed around small groups of concepts rather than lengthy courses. Evidence indicates that teachers in business education have a tendency to use considerable time covering an area, because of course lengths and textbook dependence. In order to effect some coordination of activities and allow for exchange of ideas, meetings were held with the cooperating teachers, teacher educators, and state staff at various intervals. Teachers indicated that it was possible to accomplish a great deal in a shorter period of time than usually allotted. The teachers involved, state staff, and teacher educators unanimously agreed that this unique program represents the best hope for future curriculum pattern development in the field of Business and Office Education.

In the area of vocational business data processing education, special attention is being given to the improvement of in-service teacher education.

Meetings have been held, attended by the teachers, teacher educators, and state staff, in order to exchange ideas and assist in the development of suitable curriculum materials. Input from an advisory committee has also been utilized in determining what areas of activity need improvement.

Many of the contiguous states have similar concerns, so a special Regional Business Data Processing Education Institute was planned and co-sponsored by the State Department of Vocational and Technical Education and Central State University. Applications for this two-week endeavor were received from over 80 instructors from various levels of education. About half of the applicants were from Oklahoma, the remainder from Canada and 20 additional states. Teachers received practical, hands-on experience with computer hardware by programming applications in a language and at a level of their choice. They also had an opportunity to obtain four hours of graduate or undergraduate credit.

Distributive Education

Sixty-two secondary Distributive Education (DE) programs operated during the school year 1974-75, in 55 comprehensive high schools and seven operated in area vocational-technical schools with two of these schools operating two DE Teacher-Coordinator programs. The total enrollment in DE programs was 2,994, of which 1,706, or 57 percent, were females and 1,288, or 43 percent, were males. Fifteen of the schools operated a project plan program for sophomores in conjunction with the DE cooperative programs. Five of the DE programs in area vocational-technical schools operated a combination of cooperative and project plan programs, while two of the area vocational-technical schools operated a cooperative plan program.

Thirty of the 62 DE programs were in the Oklahoma City, Tulsa, and Lawton metropolitan areas. These 30 DE programs served areas with high density population and a high concentration of youth unemployment and school drop-outs. These 30 DE programs enrolled a total of 1,564 students who were employed 972,844 part-time hours and earned $2,066,987.21 in wages. This is an average annual (12 months) salary of $1,321.60 per student.

Forty of the 77 counties in Oklahoma were designated as depressed counties and 16 of the 62 DE programs operated in these depressed areas with a total enrollment of 539 students. Fifteen of the 62 programs operated a project plan program in conjunction with the cooperative program, with a total of 430 students, 132 boys and 298 girls. Students participated in all kinds of simulated activities and, in a few cases, operated a school store.

Distributive Education Teacher-Coordinators of cooperative programs experienced very little difficulty in placing their students in satisfactory DE training stations. This would indicate that the employers were well-pleased with the performance of the students.

Follow-up studies continue to be made of each DE student. These studies show that a very high percentage of these graduates who are available for employment are employed in occupations for which they are trained or in related occupations. These studies reveal a very low percentage of unemployment for those who are available for employment.

Health Occupations

Included in the health area are the Dental Office Assistant, Medical Office Assistant, and the Health Services Careers programs. These are offered to juniors and seniors.

Dental Office Assistant. This one-year program consists of a combination of subject matter and practical experience designed to prepare the student to assist the dentist at the chairside in the dental operatory; to perform reception, secretarial and clerical functions; and to carry out selected dental laboratory work. Clinical practice is offered under the supervision of a dentist or his assistant in a dental office. Ninety-one students completed the D.O.A. Program in FY '75.

Medical Office Assistant. The purpose of this one-year program of course work and experience is to prepare the student to perform functions and procedures concerned with the care of patients in a physician's office. Instruction includes areas of physical examination, laboratory tests, x-rays, measurements, and medications, as well as secretarial and clerical work. Clinical practice is given under the supervision of a physician or registered nurse in a physician's office. In FY '75, 141 students completed this program.

Secondary Practical Nursing. This program was initiated at the senior level in the Midwest City-Del City Public Schools. The student completes the first area of the Practical Nursing Program while enrolled in a regular secondary program while the last two-thirds of the program is completed following graduation from high school. Successful completion entitles the student to sit for the examination for licensure as a Practical Nurse. Thirty-three students completed this program in FY '75.

Health Services Careers. This is a program offered to high school juniors and seniors which surveys health careers through which students learn to assist health professionals. Theory and clinical practice are provided in a variety of health facilities and settings. After completing this course, the student is basically qualified as a nursing assistant but may also have skills in other assisting roles, such as Veterinary

Assistant, Physical and Occupational Therapy Aide, Laboratory or Radiological Aide, Clinical Laboratory Aide, and others. The student gains the knowledge and information to make wise career choices, and many do continue to further their education in one of the various health careers. Six hundred eighty-one students completed this program in FY '75.

A total of 946 students completed Secondary Health Occupations Programs in FY '75.

Home Economics Education

During 1974-75 reimbursed home economics programs were located in 75 out of the 77 counties in Oklahoma. Two-thirds of these programs are in depressed areas of the state as designated by state and federal information. There were 421 teachers in 1975 in as many programs (this number included 12 full-time and 10 part-time teachers in occupational programs, 32 teachers in 16 area vocational-technical schools, 8 teachers in 6 state institutions, 24 teachers in redirected CVE programs, and one in the Consumer and Homemaking Teachers Schedule).

There were 29,751 students enrolled in home economics classes. Of this number 27,656 (2,197 boys and 25,459 girls) were in consumer and homemaking education classes, and 2,095 (305 boys and 1,790 girls) were in occupational education classes.

Trade and Industrial Education

Trade and Industrial Education courses were offered in 114 comprehensive secondary high schools and 24 area vocational-technical schools in Oklahoma. The total Trade and Industrial Education offerings represented 71 percent of the AVTS curriculum. Several programs were closed

at the end of the fiscal year for such reasons as low enrollment, loss of instructor, poor or inadequate equipment, or no demand for graduates, while several programs were redirected to make them more meaningful and relevant to today's labor demands.

Cooperative Vocational Education (CVE)

In fiscal year 1975, 71 cooperative-type vocational education programs were funded with Part G monies allowed under the Vocational Education Amendments of 1968.

As a result, a number of students, particularly in small community settings, had the opportunity to study and work to improve their skills. That this type of program funding is successful is evidenced by the fact that several such programs have applied to become full-time rather than part-time programs due to the high demand of students for training.

Coordinated Vocational Education and Training (CVET)

The four areas in the program are general mechanical repair (small engines); general construction; home and community services; and horticulture.

Students are scheduled for vocational shop instruction two consecutive hours (110 minutes) each school day and enrolled in modified academic and other elective courses during the remaining portion of the school day.

Ninety-two classes in 32 schools have been implemented; 54 classes in construction, 18 classes in mechanical repair, 16 classes in home and community services, and four classes in horticulture, serving 1,241 students.

Adult Education

Adult Education is a support activity to the operating divisions of the State Department of Vocational and Technical Education. Programs of adult education are supervised by the operating division and partially financed by adult education funds. The types of programs are usually directly related to full-time day programs operated by comprehensive high schools and area vocational-technical schools (Table XLIX).

These programs are available to adult students who need, want, and will profit from the instruction. In areas where enrollments justify, programs may be developed for interest groups such as governmental agencies, industry, business, or unions.

Adult education offered by vocational-technical education attempts to offer goal-centered programs which are realistically related to labor market requirements; involve business, industry, government, and labor; and are sensitive to the number of positions that are available at any given time.

Adult Center for Vo-Tech Education

The Oklahoma Adult Center for Vocational Education is designed to meet the needs of adults or out-of-school youth in all occupational areas. It serves a catalytic role in establishing and implementing programs in occupational adult education throughout the state of Oklahoma. The Center is comprehensive in its commitment and responsibility, multidisciplinary in its approach, and interdivisional in its programs.

The Oklahoma Adult Center's prime mission is to strengthen the capacity of the Vocational Educational system by providing effective occupational education programs consistent with individual and manpower requirements.

Distributive Education

A total of 5,530 persons were enrolled in DE Adult Classes during the Fiscal Year 1974-75. The Oklahoma Real Estate Institute enrolled 1,481 of which 514 were for refresher only. Of the 967 who enrolled in real estate courses, 589 completed and 378 were certified.

The DE Distribution Institute enrolled 574 students in the Cashier-Checker courses which are established in Oklahoma City, Tulsa, and Lawton, in addition to the Mobile school which services the smaller communities. This is a 72-clock-hour course developed by Super Market Institute (SMI), National Cash Register (NCR), and Distributive Education (DE). The course is preparatory and job placement is averaging approximately 75 percent statewide.

Programs specifically designed for disadvantaged persons who have very little skill were attended by 574 students for a total of 45,920 clock hours.

Enrollment for the previous 18 areas of adult DE classes offered through the Adult Education Center is 3,882. Fifty-five communities were served, some with several classes. Total enrollment of adult DE classes for 1974-75 was 5,530, which is an increase of 828 or 17½ percent over the previous year.

Health Occupations

Full-Time Adult Practical Nursing. This program consists of approximately 1,600 hours of both classroom and clinical instruction, with about one-third of the time spent in the classroom and the remaining two-thirds in the clinical areas. This is a full-time program in which the students spend 100 percent of their time under the supervision of the faculty.

Upon graduation, the student is qualified to sit for the examination leading to licensure as a practical nurse.

A Licensed Practical Nurse provides complete nursing care to patients whose nursing needs are relatively stable and assists Registered Nurses and other members of the health team with more critically ill patients. Over 92 percent of the students successfully completing the programs are employed upon graduation and licensure in health care facilities including hospitals, nursing homes, clinics, and doctors' offices. A total of 765 students completed this program in FY '75.

Part-Time Adult-Nursing Assistant. This program consists of from 72 to 96 hours of combined classroom and clinical practice instruction. This course may be preparatory or supplementary according to need. The classes may be on a full-time basis for a short period of time or spaced over a number of weeks depending on student needs. Upon successful completion of the program, the student is qualified to assist with bathing, feeding, distributing diet trays, making beds, and escorting patients under direct supervision of a Registered Nurse or Licensed Practical Nurse. An advanced Nursing Assistant may also carry out other daily activities necessary to the nursing care of the patient. There is a steady demand for the services of the Nursing Assistant in hospitals and nursing homes in both rural and metropolitan areas. A total of 506 students completed this program in FY '75.

Adult classes in Health Occupations are held in every area of Oklahoma except the Panhandle. There were 895 students enrolled (852 female and 43 male), and of these, 736 female and 40 male students completed the programs for a total of 776 completions.

Home Economics Education

Organized educational offerings in both consumer and homemaking education and occupational education served 8,033 adults in the state during 1974-75. This was 33 less than the 8,066 served the year before.

In addition to organized classes, a large number of adults was served by vocational home economics teachers working with organized local community groups such as PTA study groups, civic and garden clubs, Red Cross, libraries, extension, nutrition committees, and Health and Welfare Departments. Large group meetings conducted by home economics teachers in which demonstrations and other teaching techniques were used in various areas of homemaking reached approximately 5,000 adults. Many other adults were reached through visits to the homes, adult conferences, exhibits, educational newspaper articles, TV programs and radio.

Trade and Industrial Education

Trade and Industrial type courses were offered in many comprehensive high schools and in all of the Area Vocational-Technical schools in Oklahoma. During this period 21,129 adults were trained, and of this group, 1,508 were regularly enrolled in the Safety Programs of the Rural Electric Cooperatives; 7,063 paid and volunteer firemen took training in the various aspects of fire fighting; and 2,934 individuals were trained by the special schools division for new or expanding industries.

The Trade and Industrial Division continued to participate in the statewide Custodial Workshop conducted annually by the Oklahoma State University Extension Service and the Oklahoma City Public Schools. Many of the participants have been attending these special interest programs for a number of years, and are very appreciative of this training.

Area Vocational-Technical Schools

The general responsibility of the area vo-tech school program is to make available to the citizens of Oklahoma, the facilities, equipment, curriculum, and qualified teachers to enable those who desire occupational training opportunities in the area schools. Placement records indicate that those completing training in the area schools meet or exceed the general requirements expected by the employer.

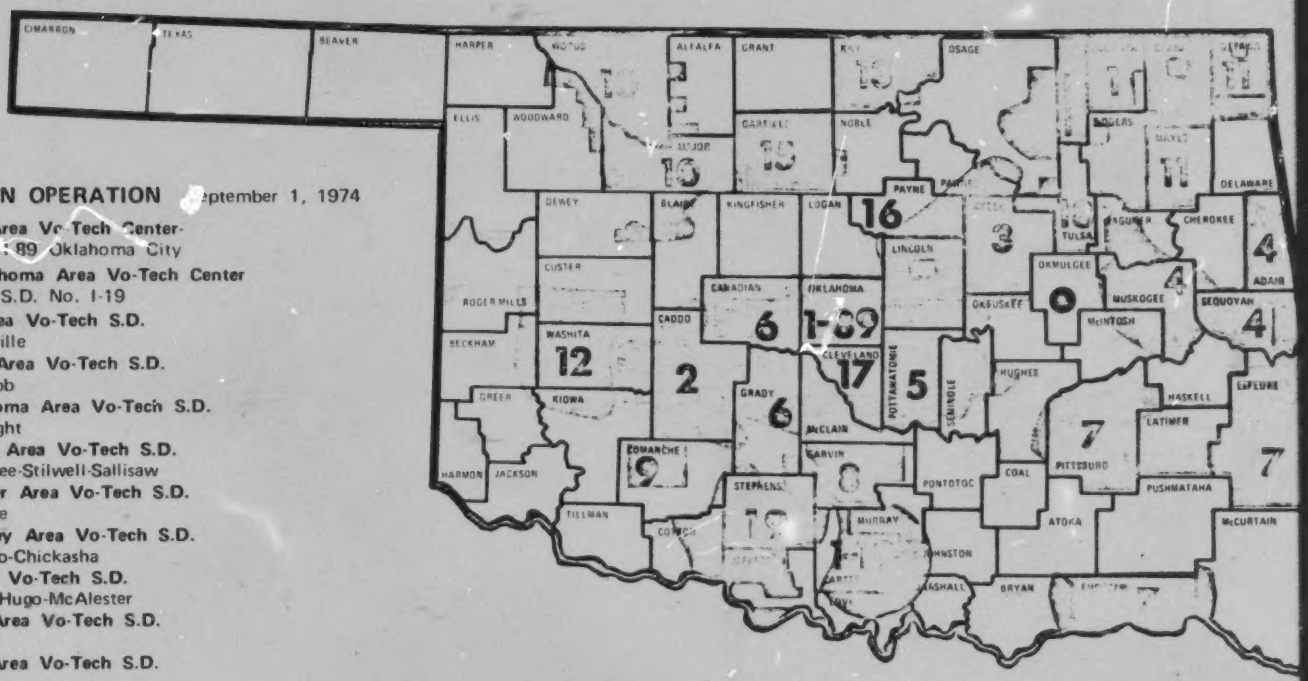
Twenty-six school sites now exist in Oklahoma (Figure 10). In FY '75, there were a total of 27,906 individuals enrolled in occupational programs. This enrollment included 11,096 in secondary programs; 1,724 in full-time adult programs; and 15,087 in part-time classes for adults. For a breakdown of FY '74 area vo-tech schools enrollment in the 26 school sites, see Table L.

Area school districts must have a total minimum scholastic population of 15,000 or serve a 50-mile radius from the proposed site of the school or one of the schools of the district. They should also have a minimum net assessed valuation of $40,000,000 after homestead exemption.

The establishment of a proposed area school district is subject to a determination by the State Board of Vocational and Technical Education that there is a need for the district and that the operation of the school or schools of the district can be adequately funded. To aid the board in making such determination, an application which provides a complete picture of the proposed district in regard to size, population, assessed valuation, current school enrollments, estimated secondary school enrollments, estimated post-secondary and adult enrollments, employment opportunities, and other information relating to the justification of an area school district, must be filed with the Board.

Oklahoma Area Vocational-Technical Schools

As Approved by the State Board of Vocational and Technical Education as of September 1, 1974



SCHOOLS IN OPERATION September 1, 1974

Foster Estes Area Vo-Tech Center-
Ind. S.D. No. 89 Oklahoma City
Southern Oklahoma Area Vo-Tech Center
Ardmore Ind. S.D. No. I-19
Tri-County Area Vo-Tech S.D.
No. 1 Bartlesville
Caddo-Kiowa Area Vo-Tech S.D.
No. 2 Ft. Cobb
Central Oklahoma Area Vo-Tech S.D.
No. 3 Drumright
Indian Capital Area Vo-Tech S.D.
No. 4 Muskogee-Stilwell-Sallisaw
Gordon Cooper Area Vo-Tech S.D.
No. 5 Shawnee
Canadian Valley Area Vo-Tech S.D.
No. 6 El Reno-Chickasha
Kiamichi Area Vo-Tech S.D.
No. 7 Poteau-Hugo-McAlester
Mid-America Area Vo-Tech S.D.
No. 8 Wayne
Great Plains Area Vo-Tech S.D.
No. 9 Lawton
Oklahoma Northwest Area Vo-Tech S.D.
No. 10 Alva-Fairview
Northeast Oklahoma Area Vo-Tech S.D.
No. 11 Afton-Pryor
Western Oklahoma Area Vo-Tech S.D.
No. 12 Burns Flat
Pioneer Area Vo-Tech S.D.
No. 13 Ponca City
O. T. Autry Area Vo-Tech S.D.
No. 15 Enid
Tulsa County Area Vo-Tech S.D. No. 18
Red River Area Vo-Tech S.D.
No. 19 Duncan

SCHOOLS UNDER CONSTRUCTION

Indian Meridian Vo-Tech S.D.
No. 16 Stillwater
Moore-Norman Area Vo-Tech S.D.
No. 17 (Contract to be let)

O Oklahoma State-Tech, Okmulgee
(State Residential School)

Figure 10

During the 1974-75 school year, two additional area vocational-technical school districts began operation. The Pioneer Area Vo-Tech School located at Ponca City began operation with 13 secondary programs, one full-time adult program, and several part-time adult programs to meet training needs in Cleveland County. Since then, the Indian Meridian Area Vo-Tech School, Stillwater, was constructed and opened in August, 1975.

The Red River Area Vo-Tech School, which was created during FY '74, passed a bond issue in the amount of $1,400,000. This has been matched by state funds and construction was begun during the first part of 1976. The Tulsa County Area Vo-Tech School sponsored a successful five-mill building levy, which has resulted in approximately $5,000,000 being made available for expansion of vocational facilities in Tulsa County. A second site with a building has been purchased, and modification of the building is underway with the target opening date of August, 1976.

In addition, throughout the area vo-tech school network in Oklahoma, 16 new programs were added by the public schools. One new extension occurred in Sapulpa, which provided two full-time courses for adults as an extension of the Central Oklahoma Area Vo-Tech School located at Drumright.

Because of the inability of many of the area schools to meet the growing needs of people requesting skill training opportunities, each school during the past year submitted a plan for expanding existing facilities. These plans are being given a high priority for requesting state appropriations. The requests will provide for the addition of from one to twelve programs, depending upon the size of the area being served.

Sixty-four Oklahoma counties are presently being partially or totally served by the area vo-tech district program, either by membership in an area school district or by paying out-of-district tuition. Two counties send students across the state line to an area school in Kansas. General public acceptance of the area school concept is continuing to grow. Five requests for annexations were approved by elections held during FY '75.

Responsibilities of the area school staff have remained generally the same during the past school year. These responsibilities included the administration and coordination of the total area vo-tech school development and expansion plans; adult vocational education particularly in the area schools; liaison responsibilities relative to training under the Comprehensive Employment and Training Act; assistance regarding equipment recommendations; and placement of state-owned equipment in area schools.

During the past fiscal year, all of the area schools became involved with people eligible to train under the Comprehensive Employment and Training Act. This is the first year that all schools participated in the CETA program. CETA trainees were also enrolled in on-going secondary programs as well as the full-time adult programs already established at a number of the schools. By becoming more involved with the CETA program, more statewide coverage for the vocational training of out-of school adults was accomplished.

During FY '75, 18 of the 24 area schools participated in special programs utilizing exemplary, disadvantaged, handicapped, and cooperative vocational education funds. Five area schools and their satellites were granted exemplary funds totaling $71,226. Twenty-one area schools were

granted funds to aid in the training of the disadvantaged. After written proposals were submitted and approved by committees comprised of members of the State Vo-Tech Department staff, $683,506 was allocated to these schools. Additionally, 13 area schools received funds (totaling $276,550), for training the handicapped during the past year, and 4 area schools were granted Part G funds totaling $37,433. Further information regarding special programs is covered in the Special Programs Division of this report.

Effective July 1, 1974, the State Legislature passed a bill providing that Vietnam veterans could attend an area vo-tech school tuition-free. This has resulted in approximately 600 veterans attending their first year in area vo-tech schools with free tuition. The cost of serving these veterans has been absorbed by the State Vo-Tech Department and by the area vo-tech school districts.

Several of the area schools now are operating from one to four programs in adult education under the open-entry, open-exit concept. This means that the program has been established to provide enrollment on the first day of almost any week, and completion at the time the student acquires entry-level skills or obtains employment. These programs are established to enable a student to attend up to six hours per day of instruction. He may be enrolled to learn how to operate a particular machine, or he may be enrolled to acquire a certain kind of skill needed to advance his employment or to obtain a job. The period of attendance in most of these open-entry, open-exit type programs runs from a minimum of three to four weeks to as much as 36 weeks, depending upon the skill of the trainee and the training objectives desired.

For a breakdown of the programs offered by each of the area schools, see Table XLIX.

Vocational-Technical Secondary Enrollment

A coordinated effort to increase vocational training opportunities at the secondary level in Oklahoma was undertaken in 1970 in the hopes of trying to reverse a trend among young people of dropping out of school. It is obvious from the 74 percent increase in Indian enrollment over the last five years, that Indian students especially benefitted from this program. During the years 1970-75, the enrollment in all secondary vocational-technical programs increased by 11,243 students, with Indians making up 20 percent, or 993, of the total growth. For a percentage breakdown of Indian, Non-Indian enrollment, see Table L. Table LI shows the steady growth of Indians enrolled in secondary vocational programs. For a county-by-county breakdown of enrollment figures, see Appendix Q.

In the area of agriculture education, overall enrollment increased 3,145 in the five years, although the Indian enrollment did decrease by 148. This might be explained by the heavy increase in capital needed for farming and the decrease in the number of people needed to farm the land.

The distributive education programs in Oklahoma showed an increase of 839 and also an increase in Indian enrollment. The distributive education enrollment increased 26 percent while the Indian enrollment increased 58 percent.

The health education program enrollment increased from 464 in 1970-71 to 1,075 in 1974-75, which is a 57 percent increase. The Indian enrollment increased from 39 to 120 for that same period, which is a 68 percent increase.

Home economics education enrollment increased 3,626 in the five-year period, which is a 13 percent increase. The Indian enrollment increased 659 during the same period, which is a 27 percent increase.

The business and office education data may be confounded because of a change in the classification scheme. During 1970-71, students enrolled in pre-vocational classes (such as typing, shorthand, book-keeping) and those who were taught by a vocational teacher were both counted as enrollment. During the following years, only those enrolled in pre-vocational classes were counted. The percentage of Indians enrolled in these courses has increased.

During this five-year period, technical education was phased out at the secondary level. The percentage of Indians enrolled in the remaining courses increased dramatically from 7.72 to 19.23 percent.

Trades and industry education had a marked increase in enrollment from 9,759 to 13,670 during this period or a 29 percent increase. The Indian enrollment decreased 14 percent during the same time.

Vocational-Technical

Secondary Completion

The student accounting system in the State Department of Vocational and Technical Education is a method used to determine the status of individuals who have terminated training in a Vo-Tech program. This termination is classified or coded in many different manners, such as completion of the program or drop-out from school or transfer from school.

Until the 1973-74 school year, the techniques of gathering data were relatively consistent. In that year, however, the techniques were changed, resulting in some variation in the completion data from the

1970-73 school years versus the 1973-75 school years. The change stipulated that code 3, "Complete this year in the training program and plan to continue in the program," would not be used after the 1972-73 school year. Therefore, the percentage distribution is biased to the other codes.

The completion codes, including code 3, and their definitions are:

1. Complete the training program and (1) graduate, or (2) leave school without graduating.
2. Complete the training program and remain in the school in other course work.
3. Complete this year in the training program and plan to continue in the program.
4. Drop out of the training program but continued in school.
5. Transfer to another school.
6. Drop out of school and is employed full-time in the field for which he/she was training.
7. Drop out of school and is not employed full-time in the field for which he/she was training.
8. Drop out or transfer and status is not known, or is deceased.

Agriculture education, usually a four-year training program, resulted in the largest number and percentage using code 3 for 1970-73. The next largest number and percentage was code 1, "complete the training program and (1) graduate, or (2) leave school without graduating." This was also true with home economics education, another program that is usually four years in length.

Distributive Education, a two-year program, was responsible for the largest number and percentage using code 1. Its second largest number and percent was code 3. This was also true for health, business education, and technical education. The trades and industry education

is a two or three-year program and seems to be fairly balanced between the use of codes 1 and 3.

The Coordinated Vocational Education training program, started in the 1969-70 school year, indicated a large number and percent using code 3. The remaining years, however, indicate a wide variation, and large numbers of Indians were classified in codes 1, 2, 3, 6, 7, and 8.

It is interesting to note when looking at the five-year summary of the State Secondary Completion codes (Table LII), that the Indian student has a higher training program completion rate than the Non-Indian (codes 1 and 2). The Indian also has a lower code 6 than the Non-Indian. A complete breakdown of the summary table can be seen in Appendix Q.

Vocational-Technical

Secondary Follow-Up

Just as the system previously listed was a method for coding individuals at their termination from programs, the follow-up system is a method of categorizing individuals after they have left the programs. As with the secondary completion code, the secondary follow-up code also lost a category, code 0 (in the armed forces). This decision was made because mandatory service in the armed forces was omitted by 1973, making it necessary to treat all persons going into the armed forces as employed. It should be noted that this change biased the 1973-75 data toward the other codes listed.

0. In the Armed Forces
1. Continuing school full time in a related vocational-technical field
2. Continuing school full time in a non-related vocational-technical field
3. Not in Labor Force (Marriage, Health, etc.)
4. Working in occupation for which trained (full-time)
5. Working in occupation related to training (full-time)
6. Working in non-related occupation (full-time)
7. Working part-time (does not include those in school)
8. Unemployed, seeking employment
9. Unknown

In reviewing the codes for secondary follow-up of Indians and Non-Indians for each year from 1970 to 1975 (Table LIII), there seems to be no difference between Indian and Non-Indian in codes 0 and 1. In code 2, however, Indians show a higher percentage for every year. This seems to be in line with statements concerning divisions in vocational-technical education which had large numbers of Indians continuing school full-time in a non-related vocational-technical field.

Code 3 shows a higher percentage of Indians than Non-Indians. Code 4 indicates a wide difference in the Indian and Non-Indian data. The percentage of Non-Indian is consistently higher in code 4 than the Indian. Indians also show a lower percentage than Non-Indian in code 5.

The Indian and Non-Indian comparison on codes 6 and 7 indicate no difference, while code 8 shows that each year the percentage of Indians is higher than Non-Indians. They also have a higher percentage in code 9.

The follow-up data for agriculture education (located in breakdown Tables in Appendix Q) indicate that Indians tend to complete the training program but fail to use the skills learned in some phase of agriculture.

In agriculture, Indian enrollment averages about 3 percent of the total, while Indians have only 1.95 percent in codes 1, 4, and 5. The Indian also has a tendency to go into fields other than agriculture after completing the education since 4 to 6 percent of the enrollment fall in codes 2 and 6.

The follow-up data in distributive education indicates that the Indian and Non-Indian utilize the vocational training or enter into new fields at about the same ratio.

In health education, Indians tend to not enter the field for which they are trained as much as Non-Indians. In the follow-up data, 7.82 percent Indians indicate codes 1, 4, and 5 while 10.23 percent Indians indicate codes 2 and 6.

In home economics, follow-up data is only collected on those students in occupational training and not on a comprehensive basis. The number enrolled, which includes comprehensive home economics, is large while the follow-up numbers are small. Therefore, follow-up conclusions should not be drawn from this data.

In business and office education, as in agriculture and health, Indians tend to leave their trained fields more often than Non-Indians, as indicated by code 2 or by code 6.

Technical education has been phased out of the secondary programs, although existing data indicate that Indians tend to leave the field for which they have been trained more than Non-Indians.

Indians enrolled in trades and industry programs tended to not use the skills learned as much as Non-Indians, but in [illegible], Indians utilized their training more than Non-Indians.

In looking at data that summarize all divisions, the same thing can be said that has been said for most of the divisions above. Indians

tend not to take advantage of the training they have received in their secondary vocational courses. The average enrollment for Indians over the 1970-75 period is 7.04 percent, yet only 5.62 percent Indians are coded 1, 4, and 5.

Post-Secondary Vocational-Technical Programs

Post-secondary programs, as previously defined, are designed primarily for youths or adults who have completed or left high school and who are available for an organized program of study in preparation for entering the labor market.

It can be seen in examining the Indian enrollment in the post-secondary area, that generally there is a high correlation between the Indian population in the vicinity of the college and the numbers participating in the program. For example, Northeastern Oklahoma State University at Tahlequah has 26 percent Indian vocational-technical enrollment, Bacone College at Muskogee has 23.71 percent, and St. Gregory Junior College at Shawnee has 20 percent. Schools in the panhandle, western, and northwestern areas, such as Sayre Junior College with 1.39 percent Indian enrollemtn and Altus Junior College with .30 percent, have low Indian enrollment.

A complete breakdown of the schools, programs showing Indian participation, total enrollment, and Indian enrollment can be seen in Table LIV.

Expenditures

Although expenditures for specific programs are mentioned throughout this report, a breakdown of state and federal expenditures for vocational-

technical education by county can be seen in Appendix R. In addition, expenditures for project sample schools and level of programs they offer are also depicted in Appendix R.

TABLE XLIX

OKLAHOMA AREA VOCATIONAL-TECHNICAL EDUCATION
SECONDARY SCHOOL PROGRAMS
FULL TIME ADULT PROGRAMS
Fiscal Year 1974-75

| Secondary School Program | Air Conditioning and Refrigeration | Aircraft Mechanics | Air Conditioning-Commercial Electricity | Air Conditioning and Sheet Metal | Auto Body | Auto Mechanics | Building Trades | Business and Office Education | Carpentry | Chemical Technology | COE | Commercial Art | Computer Science | Cosmetology | Data Processing | Dental Office Assistant | Dental Office Secretary | Diesel Mechanics | Distributive Education | Drafting and Design Technology | Electricity | Electronics | Electro Mechanical Technology | Farm Mechinery Repair | Fashion Design | Food Service | General Office Education | Graphics - Communications | Health Service Careers | Horticulture | Hospitality Careers | Machine Shop | Masonry | Medical Office Assistant | Medical Office Secretary | Office Practice | Photography | Plumbing | Printing | Printing - Composition | Printing - Letterpress | Printing - Offset | Secretarial Training (Professional) | Sheet Metal | Small and Basic Engines | Stenography | Industrial Cooperative Training | Technical Drafting | Vocational Drafting | Vocational Electronics | Welding | Radio and T.V. Repair | Full Time Adult Programs | Agriculture - Business | Air Frame Mechanics | Business - Commercial Skills | Computer Programming | Electronic Technology | General Office Clerk | Medical Secretary | Practical Nursing | Professional Secretary |
|---|---|---

TABLE La

Area Vocational-Technical Schools Enrollment*** for School Year 1974-1975

Area of Vo-Tech School	Secondary				Full-Time Adult				Part-Time Adult**			
	No. of Programs	Total Enr.	Indian Enr.	% of Indian	No. of Programs	Total Enr.	Indian Enr. Total	% of Indian	No. of Programs	Total Enr.	Indian Enr. Total	% of Indian
Foster Estes	22	695	8	1.15%	--	--	--	0.00%	38	1356	27	1.99%
Southern Okla.	13	528	15	2.84	1	23	2	8.70	24	443	9	2.03
Tri-County	17	599	90	15.03	3	163	30	18.40	39	1190	77	6.47
Caddo-Kiowa	13	393	77	19.59	1	11*	--	0.00	27	679	225	33.14
Central Okla.	17	879	49	5.57	1	453	34	7.51	15	554	34	6.14
Indian Capital	14	492	15	3.05	1	44	11	25.00	22	603	22	3.65
Stilwell Site	4	105	23	21.90	--	--	--	0.00	1	15	1	6.67
Sallisaw Site	4	91	2	2.20	--	--	--	0.00	3	35	--	0.00
Gordon Cooper	17	591	28	4.74	1	55	10	18.18	32	1724	75	4.35
Canadian Valley	18	428	5	1.17	1	24	1	4.17	18	391	13	3.32
Chickasha Site	7	185	6	3.24	--	--	--	0.00	6	155	5	0.00
Kiamichi-Poteau	7	277	40	14.44	3	67	19	28.36	6	620	15	2.42
Talihina Site	--	--	--	0.00	1	16	4	25.00	--	--	--	0.00
Hugo Site	5	223	24	10.76	1	9	--	0.00	9	211	8	3.79
McAlester Site	7	413	42	10.17	3	47	6	12.77	11	529	7	1.32
Mid America	17	505	11	2.18	2	30	1	3.33	18	402	4	1.00
Great Plains	16	836	42	5.02	1	261	13	4.98	19	695	19	2.73
Okla. Northwest	6	135	--	0.00	--	--	--	0.00	7	593	--	0.00
Fairview Site	4	117	--	0.00	--	--	--	0.00	10	202	--	0.00
Northeast Okla.-Afton	11	412	36	8.74	2	25	8	32.00	17	299	12	4.01
Northeast Okla.-Pryor	11	339	35	10.32	1	51	5	9.80	11	337	26	7.72
Western Okla.	12	367	32	8.72	2	52	4	7.69	25	557	7	1.26
Pioneer	13	441	33	7.48	1	42	4	9.52	26	669	33	4.93
O.T. Autry	22	652	2	0.31	4	89	1	1.12	22	770	4	0.52
Tulsa County	30	938	22	2.35	1	71	2	2.82	37	1686	17	1.01
Red River	13	465	4	0.86	1	5	--	0.00	16	360	19	5.28
Total	320	11106	641	5.77%	32	1538	155	10.08%	459	15075	659	4.37%

Source: Department of Vocational and Technical Education
Division of Research, Planning, and Evaluation
Information Services Unit

*9-24-75 Print-out
**See definition
***Unduplicated counts

Data Based: 9-24-75

TABLE Lb

1970
Percent Indian Population
By County

Counties Sampled	Percent County Indian Population
Adair	27.19
Atoka	5.30
Bryan	3.97
Blaine	6.80
Caddo	14.00
Canadian	3.60
Carter	2.70
Cherokee	18.60
Comanche	3.10
Cotton	4.97
Craig	6.00
Creek	4.20
Custer	3.50
Delaware	19.59
Hughes	11.48
Kay	3.80
Kingfisher	1.99
Kowa	3.90
Latimer	8.26
McCurtain	8.59
McIntosh	12.40
Noble	4.71
Okfuskee	11.88
Okmulgee	6.00
Osage	8.60
Pawnee	6.46
Pontotoc	4.06
Pottawatomie	4.60
Seminole	10.30
Sequoyah	8.66
Tulsa	2.70
Oklahoma	1.96

TABLE LI

OKLAHOMA VOCATIONAL-TECHNICAL EDUCATION
PERCENTAGE OF INDIAN ENROLLMENT IN
SECONDARY SCHOOL PROGRAM BY DIVISION

Division	1970-71		1971-72		1972-73		1973-74		1974-75*	
	% Indian	% Non-Indian	% Indian	% Non-Indian	% Indian	% Non-Indian	% Indian	% Non Indian	% Indian	% Non-Indian
Voc. Agriculture	3.94%	96.06%	3.57%	96.43%	3.05%	96.95%	2.91%	97.09%	2.46%	97.54%
Distributive Educ.	3.71	96.29	6.25	93.75	6.49	93.51	5.29	94.71	6.48	93.52
Health	8.40	91.60	9.10	90.90	12.39	87.61	9.00	91.00	11.16	88.84
Home Economics	7.20	92.80	7.60	92.40	7.36	92.64	7.80	92.20	8.63	91.37
Business & Office	8.66	91.34	8.66	91.34	9.59	90.41	11.66	88.34	9.92	90.08
Technical Educ.	7.60	92.40	6.67	93.33	10.25	89.75	10.67	89.33	19.23	80.77
T & I	9.70	90.30	9.10	90.90	9.80	90.20	8.92	91.08	8.02	91.98
CVET	10.60	89.40	18.65	81.35	20.46	79.54	21.92	78.08	15.98	84.02

*74-75 Data based on .69 factor

Source: Department of Vocational & Technical Education
Division of Research, Planning, and Evaluation
Information Services Unit

TABLE LII

SUMMARY OF SECONDARY COMPLETION
VOCATIONAL-TECHNICAL EDUCATION
BY PERCENT

	1970-71		1971-72		1972-73		1973-74		1974-75*	
	Indian	Non-Ind.	Indian	Non-Ind.	Indian	Non-Ind.	Indian	Non-Ind.	Indian	Non-Ind.
1	30.57%	28.01%	30.74%	28.38%	32.71%	27.25%	44.23%	48.75%	33.10%	29.73%
2	10.36	7.27	12.41	9.52	11.99	8.85	10.30	5.46	1.75	1.04
3	43.79	51.01	42.21	50.46	39.06	50.16	0.00	0.00	29.57	37.78
4	5.55	5.99	6.37	4.11	5.59	4.60	20.68	23.45	18.04	15.65
5	2.72	2.91	3.37	2.92	3.76	2.93	10.27	11.14	7.54	7.77
6	0.37	0.62	0.34	0.75	0.68	0.81	0.73	1.61	1.20	1.42
7	2.86	2.09	1.73	1.88	2.91	2.43	6.68	5.76	4.13	3.60
8	3.80	2.09	2.83	1.99	3.30	2.98	7.11	3.82	4.65	3.00

*74-75 Data based on .69 factor

Source: Department of Vocational and Technical Education
Division of Research, Planning, and Evaluation
Information Services Unit

TABLE LIII

SUMMARY OF SECONDARY FOLLOW-UP
VOCATIONAL-TECHNICAL EDUCATION
BY PERCENT

	1970-71		1971-72		1972-73		1973-74		1974-75	
Code	Indian	Non-Ind.	Indian	Non-Ind.	Indian	Non-Ind.	Indian	Non-Ind.	Indian	Non-Ind.
0	3.23%	5.07%	7.47%	6.21%	5.00%	4.17%	0.00%	0.00%	0.00%	0.00%
1	30.80	28.66	20.88	23.82	23.41	23.81	23.23	21.54	21.74	21.38
2	19.39	14.78	15.77	11.75	13.29	10.83	9.77	8.29	9.76	7.08
3	7.79	6.02	6.78	4.97	6.10	4.63	5.17	3.30	6.12	3.70
4	8.56	17.34	13.00	23.35	13.78	24.64	18.80	27.84	18.75	27.26
5	5.89	10.78	10.37	13.71	12.07	13.18	11.33	14.84	8.33	16.29
6	7.79	7.86	8.16	8.25	7.44	9.17	9.44	9.67	9.38	10.73
7	2.66	1.64	2.07	1.38	2.68	2.21	2.46	1.66	1.43	1.57
8	7.22	2.57	4.70	2.54	3.78	1.73	3.69	2.28	7.16	2.78
9	6.65	5.28	10.79	4.03	12.44	5.62	16.10	10.57	17.32	9.20

*74-75 Data based on .69 factor

Source: Department of Vocational & Technical Education
Division of Research, Planning, and Evaluation
Information Services Unit

TABLE LIV

1974-75 OKLAHOMA POST-SECONDARY
VOCATIONAL-TECHNICAL EDUCATION

Institution	Vo-Tech Programs With Indian Participation	Total Enrollment by Program	Indian Enrollment by Program	Total Post Secondary Vo-Tech Enrollment (All Programs)	Percent Indian Enrollment Within Post Secondary Vo-Tech Programs
Sayre Jr. Coll.	Med Lab Tech II	35	2	144	1.39%
SE State Coll.	Accounting I	11	4		
	Gen Off Asst	57	2		
	Electro Tech I	27	2		
	Electro Tech II	18	1		
	Metalurg Tech I	64	4	185	7.03%
El Reno Jr. Coll.	Comm Art I	8	1	34	2.94%
NE State Coll.	Sec Science I	30	9		
	Sec Science II	8	2		
	Jr Accountant I	4	1		
	Building Const	1	1	50	26.00%
Cameron St. Coll.	Nurse A D I	63	1		
	Nurse A D II	99	4		
	Draft & Design I	66	5		
	Draft & Design II	26	2		
	Comp Sci (DP) I	93	3		
	Comp Sci II	46	2		
	Police Scie I	74	1		
	Police Scie II	93	7	669	3.58%

TABLE LIV (cont.)

Institution	Vo-Tech Programs With Indian Participation	Total Enrollment by Program	Indian Enrollment by Program	Total Post Secondary Vo-Tech Enrollment (All Programs)	Percent Indian Enrollment Within Post Secondary Vo-Tech Programs
SW State Coll.	Sec Science I	50	1		
	Sec Science II	28	2		
	Comm Art I	4	1	126	3.17%
Altus Jr. Coll.	Sec Science I	19	1	338	0.30%
Murray St. Coll.	Mid Mgt I	12	3		
	Mid Mgt II	9	1		
	Nurse A D I	69	10		
	Nurse A D II	47	7		
	Pro Sec I	29	10		
	Pro Sec II	3	1		
	Electro Tech I	28	3		
	Elect Mech Tech	15	1		
	Mech Tech I	4	3		
	Metalurg Tech I	12	1		
	Metal Tech II	8	1	311	15.11%
North Okla. Coll.	Ag Business II	9	1		
	Med Lab Tech I	13	1		
	Nurse A D I	50	1		
	Com Mental H I	22	3		
	Com Mental H II	14	2		
	Med Sec I	8	1		
	Sec Science I	50	4		
	Sec Science II	9	1		
	Gen Off Asst	25	1		
	Electro Tech I	12	1		
	Draft & Design I	8	2		
	Draft & Design II	8	1		
	Comp Sci (DP) I	15	2		
	Correct Trng I	13	1	476	4.62%

TABLE LIV (cont.)

Institution	Vo-Tech Programs With Indian Participation	Total Enrollment by Program	Indian Enrollment by Program	Total Post Secondary Vo-Tech Enrollment (All Programs)	Percent Indian Enrollment Within Post Secondary Vo-Tech Programs
Eastern OSC	Mid Mgt I	82	4		
	Mid Mgt II	74	1		
	Nurse A D I	68	2		
	Nurse A D II	38	2		
	Care Guid Child	97	5		
	Electro Tech I	42	2		
	Electro Tech II	19	1		
	Elect Mech Tech	33	1		
	Elect Mech Tech	31	2		
	Mech Tech I	174	2		
	Mech Tech II	61	5		
	Metalurg Tech I	65	4		
	Metal Tech II	37	3		
	Draft & Design II	34	2		
	Building Const	94	5		
	Building Const	56	1	1271	3.30%
Carl Albert JRC	Mid Mgt I	6	1		
	Jr Account II	3	1		
	Gen Off Asst	18	1		
	Draft & Design I	18	2		
	Building Const	43	1		
	Auto Tech I	65	2	314	2.55%
Langston Univ.		0	0	28	0.00%

TABLE LIV (cont.)

Institution	Vo-Tech Programs With Indian Participation	Total Enrollment by Program	Indian Enrollment by Program	Total Post Secondary Vo-Tech Enrollment (All Programs)	Percent Indian Enrollment Within Post Secondary Vo-Tech Programs
Connors St Coll.	Ag Tech I	39	1		
	Mid Mgt I	21	8		
	Med Lab Tech I	25	6		
	Sec Science I	17	1		
	Gen Off Asst	9	2		
	Electro Tech I	2	1		
	Draft & Design I	33	4		
	Police Scie I	144	22		
	Police Scie II	66	5	398	12.56%
Bacone College	Nurse A D I	56	12		
	Nurse A D II	41	11	97	23.71%
Central St Coll.	Jr Accountant I	21	1	144	0.8%
Oscar Rose Jr Coll.	Mid Mgt I	159	3		
	Mid Mgt II	119	2		
	Real Estate I	110	2		
	Dental Hyg I	53	3		
	Dietary Tech I	17	2		
	Med Lab Tech I	64	3		
	Radiolog Tech I	83	4		
	Radiolog Tec II	21	2		
	Inhal Ther T I	32	1		
	Care Guid Child	56	1		
	Legal Sec I	51	1		
	Legal Sec II	12	1		
	Court Report I	49	2		
	Bus Data Proc I	162	1		
	Business DP II	22	2		
	Accounting I	303	5		
	Sec Science I	191	13		

TABLE LIV (cont.)

Institution	Vo-Tech Programs With Indian Participation	Total Enrollment by Program	Indian Enrollment by Program	Total Post Secondary Vo-Tech Enrollment (All Programs)	Percent Indian Enrollment Within Post Secondary Vo-Tech Programs
Oscar Rose Jr Coll (Cont.)	Sec Science II	39	1		
	Sup Admin Mgt 1	757	19		
	Sup Admin Mgt 2	205	4		
	Electro Tech I	181	3		
	Electro Tech II	22	2		
	Elect Mech Tech	58	2		
	Elect Mech Tech	11	1		
	Mech Tech I	40	1		
	Draft & Design I	44	4	3203	2.65%
S OKC Jr Coll.	Occ Ther Asst I	51	2		
	Oc Ther Asst II	13	1		
	Nurse A D I	243	5		
	Nurse A D II	73	1		
	Med Emer Tech I	27	1		
	Em Med Tech I	17	2		
	Care Guid Child	21	1		
	Sec Science I	138	5		
	Sup Admin Mgt 1	242	4		
	Sup Admin Mgt 2	60	1		
	Civil Hwy Tech 1	17	1		
	Rec Associate I	37	1		
	Bank Fin I	868	3		
	Police Scie I	158	6		
	Comm Art I	60	2	2361	1.52%
OKC OSU Tech	Nurse A D I	325	7		
	Nurse A D II	46	1		
	Practical Nurse	111	9		
	Civil Hwy Tech 2	38	1		
	Electro Tech I	221	6		
	Electro Tech II	105	1		
	Mech Tech I	91	2		

TABLE LIV (cont.)

Institution	Vo-Tech Programs With Indian Participation	Total Enrollment by Program	Indian Enrollment by Program	Total Post Secondary Vo-Tech Enrollment (All Programs)	Percent Indian Enrollment Within Post Secondary Vo-Tech Programs
OKC OSU Tech (Cont)	Mech Tech II	92	1		
	Draft & Design I	107	1		
	Draft & Design II	119	1		
	Biel Med Ins I	31	1		
	Comp Sci (DP) I	123	1		
	Comp Sci II	110	2		
	Fire Prot Tech	115	1		
	Police Scie II	113	3	2338	1.63%
Okla St Tech	Mid Mgt I	47	6		
	Mid Mgt II	8	1		
	Food Prod Mgt 1	79	10		
	Gen Off Trng	10	3		
	Med Sec I	25	1		
	Legal Sec I	30	6		
	Legal Sec II	9	1		
	Bus Data Proc I	65	19		
	Business DP II	6	1		
	Accounting I	89	8		
	Sec Science I	74	9		
	Gen Off Asst	54	16		
	Beg Shorthand	2	1		
	Electro Tech I	104	12		
	Electro Tech II	52	3		
	Elect Mech Tech	12	2		
	Draft & Design I	113	8		
	Draft & Design II	48	2		
	T T Prod Tech I	47	3		
	Building Const	72	8		
	Building Const	34	5		
	TV-Radio Prod	29	7		
	Aircond Ref 1	143	4		
	Aircond Ref II	91	1		
	Auto Body I	102	18		
	Auto Body II	40	9		

TABLE LIV (cont.)

Institution	Vo-Tech Programs With Indian Participation	Total Enrollment by Program	Indian Enrollment by Program	Total Post Secondary Vo-Tech Enrollment (All Programs)	Percent Indian Enrollment Within Post Secondary Vo-Tech Programs
Okla St Tech (Cont)	Auto Mech I	175	24		
	Auto Mech II	110	5		
	Comm Art I	86	8		
	Comm Art II	36	2		
	Electricity I	117	14		
	Diesel Mech I	173	5		
	Plumbing I	60	4		
	Plumbing II	22	1		
	Drafting I	65	7		
	Printing I	67	18		
	Printing II	20	2		
	Mach Shop I	65	5		
	Mach Shop II	16	1		
	Sml Eng Rep I	66	3		
	Upholstery I	67	16		
	Dry Cleaning	11	3		
	Leathercraft	61	3		
	Watch Micro Rep	34	1		
	Comm Art I	32	3	2814	10.27%
NE Okla A M Coll.	Ranch Operation	11	1		
	Mid Mgt I	33	4		
	Nurse A D I	40	14		
	Nurse A D II	20	2		
	Inhal Ther T I	5	4		
	Med Asst I	12	3		
	Care Guid Child	68	17		
	Care Guid Child	34	4		
	Med Sec I	12	3		
	Legal Sec II	5	3		
	Accounting I	22	5		
	Sec Science I	84	5		
	Sec Science II	64	9		
	Pro Sec I	49	3		

TABLE LIV (cont.)

Institution	Vo-Tech Programs With Indian Participation	Total Enrollment by Program	Indian Enrollment by Program	Total Post Secondary Vo-Tech Enrollment (All Programs)	Percent Indian Enrollment Within Post Secondary Vo-Tech Programs
NE Okla A M Coll. (Cont.)	Jr Account II	17	1		
	Gen Off Asst	34	4		
	Electro Tech I	23	4		
	Electro Tech II	12	1		
	Indust Tech I	23	2		
	Mech Tech I	111	4		
	Mech Tech II	29	1		
	Draft & Design I	27	1		
	Comp Sci (DP) I	31	2		
	T T Prod Tech I	26	1		
	T T Pro Tech II	13	3		
	Police Scie I	75	5		
	Building Const	69	2	1193	9.05%
Okla State Univ.	Aeronaut Tech I	17	2		
	Aeron Tech II	9	1		
	Electro Tech I	31	2		
	Mech Tech I	14	1		
	Draft & Design I	25	2		
	Rad Nuc Tech I	21	2		
	Rad Nuc Tech II	16	1		
	Fire Prot Tech	21	1	343	3.50%
OK St Univ Tech		0	0	106	0.00%
East Central SU		0	0	37	0.00%
St Greg Jr Coll.	Med Office Asst	9	2		
	Med Lab Tech I	18	2		
	Med Lab Tech II	3	2	30	20.00%

TABLE LIV (cont.)

Institution	Vo-Tech Programs With Indian Participation	Total Enrollment by Program	Indian Enrollment by Program	Total Post Secondary Vo-Tech Enrollment (All Programs)	Percent Indian Enrollment Within Post Secondary Vo-Tech Programs
Claremore Jr Co	Care Guid Child	45	5		
	Care Guid Child	37	4		
	Sec Science I	19	2		
	Sup Admin Mgt 1	21	2		
	Sup Admin Mgt 2	25	1	151	9.27%
Seminole Jr Coll.	Mid Mgt II	22	1		
	Nurse A D I	58	12		
	Care Guid Child	6	1		
	Sec Science I	27	12		
	Sec Science II	10	4	241	12.45%
Okla Panhandle		0	0	46	0.00%
Tulsa Jr Coll.	Ag Tech II	2	1		
	Mid Mgt I	215	4		
	Mid Mgt II	109	1		
	Ho Res Pers I	30	1		
	Mar Mer Spec I	56	1		
	Real Estate I	31	2		
	Med Office Asst	15	1		
	Oc Ther Asst II	11	1		
	Med Lab Tech I	44	2		
	Nurse A D I	416	19		
	Nurse A D II	214	4		
	Radiolog Tech I	27	4		
	Inhal Ther T I	48	3		
	Inhal Ther T II	21	1		
	Med Sec I	39	4		
	Med Sec II	27	2		
	Pro Sec I	129	6		
	Pro Sec II	18	1		

TABLE LIV (cont.)

Institution	Vo-Tech Programs With Indian Participation	Total Enrollment by Program	Indian Enrollment by Program	Total Post Secondary Vo-Tech Enrollment (All Programs)	Percent Indian Enrollment Within Post Secondary Vo-Tech Programs
Tulsa Jr Coll. (Cont.)	Jr Accountant I	59	2		
	Sup Admin Mgt 1	33	1		
	Computer Oper	36	1		
	Surveyor	23	1		
	Electro Tech I	120	2		
	Mech Tech I	52	1		
	Draft & Design I	97	3		
	Comp Sci (DP) I	388	8		
	Comp Sci II	145	1		
	Bank Fin I	307	6		
	Bank Fin II	45	1		
	Fire Prot Tech	25	1		
	Police Scie I	168	1		
	Police Scie II	89	3	3571	2.52%
NW State Coll.		0	0	64	0.00%

CHAPTER III

BUREAU OF INDIAN AFFAIRS SCHOOL SYSTEM

Introduction

Presently, the Bureau of Indian Affairs operates two area offices in Oklahoma. The Muskogee Area Office, which serves Eastern Oklahoma, is located in Muskogee, Oklahoma. The Anadarko Area Office, which serves Western Oklahoma, is located in Anadarko, Oklahoma. The Muskogee Area Office operates two boarding schools and three dormitories in Eastern Oklahoma. The boarding schools provide both educational and dormitory programs while the dormitories provide only a dormitory program. Students participating in the three dormitory programs attend public schools. The locations of the three dormitories and two boarding schools are: Carter Seminary, Ardmore; Eufaula Dormitory, Eufaula; Jones Academy, Hartshorne; Seneca Indian School, Wyandotte; and Sequoyah High School, Tahlequah.

The Anadarko Area Office operates four boarding schools in Western Oklahoma. The locations of these four boarding schools are Concho Indian School, Concho; Chilocco Indian School, Chilocco; Fort Sill Indian School, Lawton; and Riverside Indian School, Anadarko. Fort Sill also provides a dormitory program for some students who attend public school. Figure 11 shows the Oklahoma boundaries of each area office, the location of each boarding school and dormitory, and grades offered.

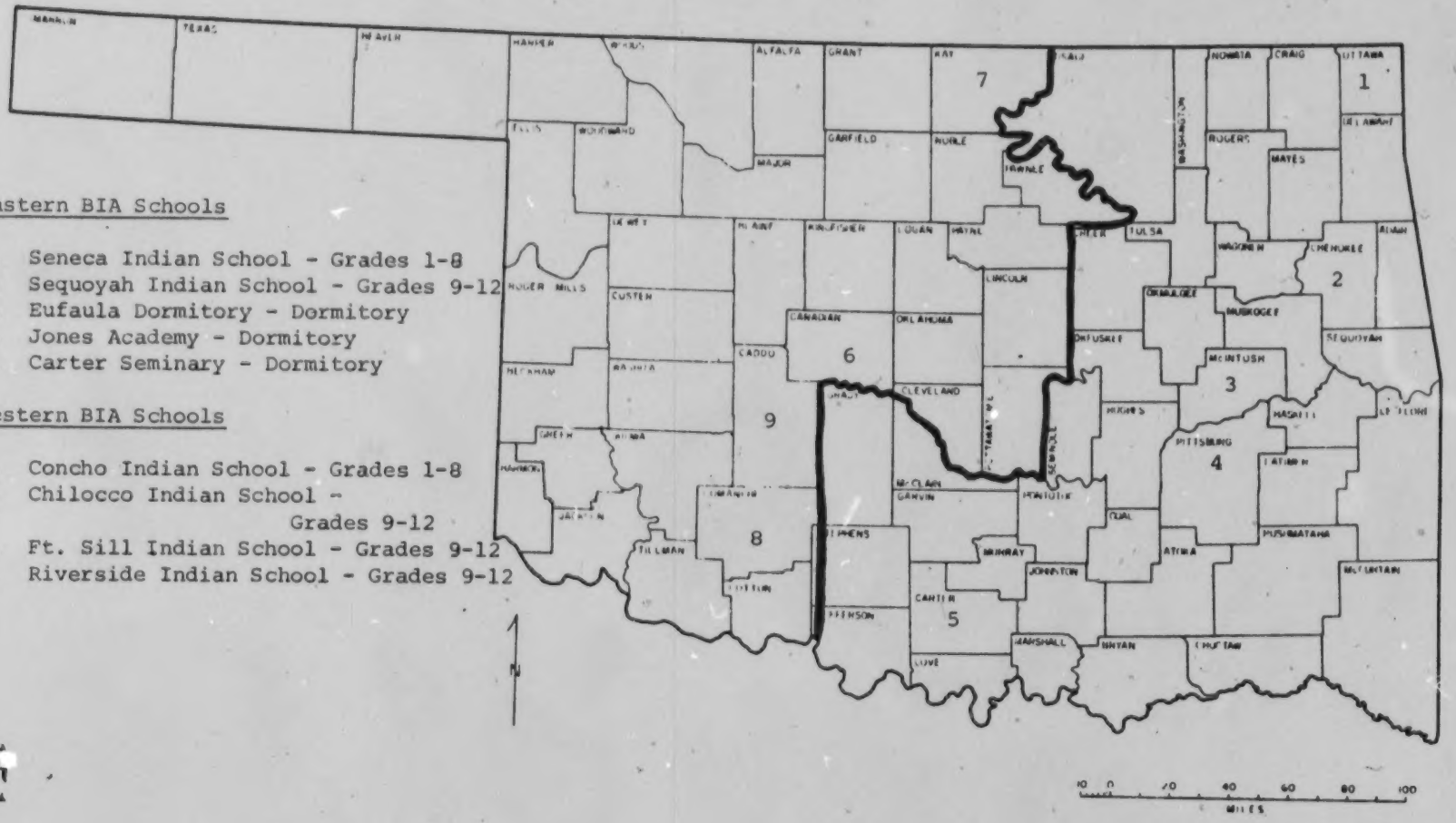


Figure 11: Boundaries of Each BIA Area Office and Location of BIA Boarding Schools.

Haskell Indian Junior College, located in Lawrence, Kansas, is under the jurisdiction of the Anadarko Area Office, but is excluded since this report is only concerned with education systems within the state of Oklahoma.

Information gathered for this report was received from the Area Offices in Anadarko and Muskogee, BIA records and reports, the Office of Indian Education, and the Individual School District Questionnaire sent to each BIA school in Oklahoma (Appendix G).

Student Body Profile

The BIA dormitories and boarding schools located in Oklahoma are open to students who are of one-fourth or more degree Indian blood and a member of a federally recognized Indian tribe. Requirements for admission are: (a) those who have no other means of attending school; (b) those whose educational needs cannot be met by the schools available to them; and (c) those who require care away from their homes even though other schools may be available to them. Children otherwise ineligible but who meet one or more of the criteria listed below may be admitted to federal boarding schools.

Educational Criteria for Admittance

Individuals seeking admittance to one of the BIA dormitories or boarding schools must meet certain educational criteria before being granted admission. These criteria specify that a student cannot have a public or federal day school available to them, meaning that a student cannot be within walking distance or have bus transportation available to them. This distance is defined as one mile for elementary children and 1½ miles for high school students.

A second criterion allows only those who need special vocational or preparatory courses not available to them locally, admittance to the school. Eligibility under this criterion is limited to students of high school grade, grades 9 through 12, and post-secondary, grades 13 and 14.

Also admitted are those who are behind scholastically three or more years or who have pronounced bi-lingual difficulties, for whom no provision is made in available schools.

Social Criteria for Admittance

Certain individuals who may not meet educational requirements, may be admitted to the schools provided they can meet established social criteria.

The four criteria are:

1. Those who are rejected or neglected and for whom no suitable plan can be made.
2. Those who belong to large families with no suitable home and whose separation from each other is undesirable.
3. Those whose behavior problems are too difficult for solution by their families or through existing community facilities and who can benefit from the controlled environment of a boarding school without harming other children.
4. Those whose health or proper care is jeopardized by illness of other members of the household.

Inferences based on information received from BIA educators, administrators, and tribal leaders in Oklahoma indicate that students attending BIA schools and dormitories have special needs, and the BIA schools and dormitories provide an alternative form of education for those unable to adjust to public school. The Muskogee and Anadarko Area Offices

reported that the majority of students in Oklahoma BIA boarding schools and dormitories are attending because of social problems.

Enrollment

The Anadarko and Muskogee Area Offices enrolled a total of 2,421 students in boarding schools and dormitories during FY '75. The six boarding schools within the state enrolled 1,900 students and the three dormitories enrolled 509 students. Fort Sill's dormitory program enrolled 12 students producing a total of 521 students in the BIA dormitory system in Oklahoma. Of the total number of students enrolled in BIA schools and dormitories in Oklahoma, 82 percent are from Oklahoma and 18 percent are from out-of-state.

The Anadarko area shows a total enrollment of 1,374 with 73 percent from Oklahoma and 27 percent from out-of-state. Muskogee area reports an enrollment of 1,047 with 95 pereent from Oklahoma and only 5 percent from out-of-state. Table LV shows a breakdown of total enrollment for the Anadarko and Muskogee Areas and the number of students that are from Oklahoma and from out-of-state. Also included in this table is enrollment at each BIA boarding school and dormitory in Oklahoma by residency.

Table LVI shows the number of students expelled, number of drop-outs, and the number of students that transferred to other schools for each BIA boarding school and dormitory in the state. For the total state enrollment in the 1975 fiscal year, 0.9 percent were expelled, 30 percent dropped out of school, and 8 percent transferred to other schools. This data is based on the Annual School Attendance Report from each BIA boarding school and dormitory in Oklahoma for the 1974-75 school year.

Enrollment in BIA schools and dormitories within the state of Oklahoma have shown a decrease from 1972 to 1975, and statistics from the Anadarko Area office and the Anadarko area boarding schools' Annual School Attendance Reports show that the 1975 boarding school enrollment for the Anadarko area is about the same as FY '74 with a decrease in dormitory enrollments of five. Data from the Muskogee Area Office and area boarding schools show a slight decrease in enrollment of dormitories and boarding schools since 1974. National statistics of enrollment are not yet available for FY '75 but if the trend continues it will be slightly lower than FY '74.

In reviewing national statistics for BIA boarding school enrollment compiled by the BIA Office of Education, seven of nine area offices show decreases in enrollment from 1972 to 1974. Table LVII shows national boarding schools and dormitory enrollments. Oklahoma boarding schools and dormitories enrollments and Anadarko and Muskogee boarding schools and dormitories enrollments can be seen in Table LVIII. Table LIV shows a breakdown of Oklahoma boarding schools and dormitories, total enrollment, and average daily attendance for FY '72 to FY '75. As can be seen, some of the data was not available for FY '75.

Funding

Table LX shows FY '75 program funds for the Anadarko and Muskogee areas. Title II funds on Table LX were reported from the Individual School District Questionnaire (Appendix G) sent to each BIA school in Oklahoma. There were no Title III or Title VI programs for the Anadarko area. Funds also reported in the Individual School District Questionnaire and not included on Table XLV are $89,000 from the National Institute on Alcohol and Alcohol Abuse for Chilocco in the Anadarko

area, and in Muskogee's area, Carter Seminary reported $20,000 Johnson-O'Malley funds and $66,000 in Title IV (Indian Education Act) funds.

Total allocations of 3100 funds for the Muskogee area which contains two boarding schools and three dormitories was $2,917,398. For the Anadarko area boarding schools located in Oklahoma the total 3100 funds was $4,911,180. Table LXI gives the allocation of 3100 funds for each school and dormitory in both areas and the total enrollment for each BIA boarding school and dormitory. Table LXI also gives the per capita expenditures for FY '75 based on 3100 funds for each BIA boarding school and dormitory in the Muskogee and Anadarko areas.

Curriculum (Bi-Lingual/Bi-Cultural)

Based on data collected from the Individual School District Questionnaire, with five of the six BIA boarding schools and two of the three dormitories reporting, and the FY '75 Program Activities Report from the Muskogee area office, there were no bi-lingual programs in any of the nine BIA schools facilities in FY '75. Two of the seven BIA school facilities returning the Individual School District Questionnaire, said there was a need for some type of bi-lingual program. The other five facilities reported there was no need for bi-lingual programs. All nine BIA school facilities reported that there were bi-cultural programs in their curriculum. All six BIA boarding schools offered classes in Indian history. Three BIA dormitories and three boarding schools had programs on Indian culture.

Other programs or classes offered were Indian affairs, Indian music, dancing, beading, leather work, pottery, weaving, and multi-ethnic social studies. Table LXII shows a summary of Indian programs that are available in BIA boarding schools and dormitories.

Professional Education Staff Profile

Professional teaching staff was reported by four of the six BIA boarding schools. There were no non-degree teaching staff at any of the four BIA boarding schools and of the 87 professional teachers, 45 had received Bachelor's degrees, 41 had received Master's degrees, and one had received a Doctor's degree. The average teaching experience for the 87 teachers was 13.4 years. Schools not reporting teacher information were Riverside and Sequoyah. Carter Seminary, Eufaula Dormitory, and Jones Academic do not employ teaching staff since the students attend public schools.

Vocational Education

All secondary BIA boarding schools and dormitories reported that students not only received vocational and career counseling, but were also informed of scholarship opportunities available to them. These duties were performed by counselors and/or teachers at the BIA boarding schools or dormitories. Table LXIII shows the Secondary Vocational Education programs offered by individual BIA schools and dormitories. Students from Carter Seminary, Eufaula Dormitory, and Jones Academy attend public schools and the programs reported in the Individual School District Questionnaire refer to the programs offered by the public schools the students attend. These schools are Ardmore Public Schools, Eufaula Public Schools, and Hartshorne Public Schools, respectively. There were 25 secondary vocational programs for the six schools reporting and a total enrollment of 470 students.

Total enrollment in the Area Vo-Tech Schools as reported by the five secondary BIA schools reporting was 21 students. Sequoyah High

School and Jones Academy reported the data was not available. BIA schools reporting enrollments at area vo-tech schools were Ft. Sill (six students enrolled at the vo-tech school in Lawton, Oklahoma), Riverside (12 enrolled at the area vo-tech in Ft. Cobb, Oklahoma), and Carter Seminary (three students at the area vo-tech in Ardmore, Oklahoma).

Adult Education

There are two Area Adult Education Offices in Oklahoma, the Muskogee Adult Education Office and the Anadarko Adult Education Office. The Muskogee Adult Education Office has jurisdiction over adult education programs in Eastern Oklahoma. The Anadarko Adult Education Office has jurisdiction over adult education programs in Western Oklahoma. As reported by the Area Adult Education Offices, the primary objectives of Indian adult education are to provide the opportunity for Indian adults to acquire the necessary vocational training to qualify for gainful employment, and obtain sufficient education to enter special schools and institutions of higher learning.

The Adult Education Office in Muskogee reported seven Adult Education Learning Centers located throughout Eastern Oklahoma. It was also reported that the Adult Education Office in Muskogee had seven contracts with tribes to operate these Adult Learning Centers. The tribes contracting the Adult Learning Centers were Cherokee, Chickasaw, Choctaw, Seminole, Creek, eight tribes (Miami), and Osage.

The BIA Adult Education Fund for the Muskogee area was reported as $134,350 for FY '75 by the Muskogee Adult Education Office. Table LXIV shows the location of the Adult Learning Centers for the tribes contracting with the BIA Office in Muskogee for the Adult Learning Center and the

amount of funds contracted to the tribe for operation of the center and its programs for FY '75.

The Muskogee Area's Report of Program Activities stated that the seven Adult Education Centers had placed emphasis on individual instruction and needs for the Indian adult in basic education, driver's training, typing, sewing, and bi-lingual courses. The greatest demand in educational instruction for Indian adults was preparation for the GED Examination (High School Equivalency Diploma). The ABE (Adult Basic Education) programs provide educational opportunities for adults whose literary skills are below the 8th grade level.

Enrollments in BIA sponsored programs for Eastern Oklahoma were 2,280 in the ABE and GED programs. For the other Adult Education Programs (typing, sewing, driver's training, etc.) the enrollment was 200. The enrollment in non-BIA sponsored programs, but in which the BIA had some direct input, was estimated by Muskogee Adult Education office as 620. Estimated enrollments in non-BIA sponsored ABE programs was 155 and in GED programs 315.

Table LXV shows the results as reported by the Muskogee Adult Education Office for persons participating in BIA sponsored and non-BIA sponsored programs for adult education. Included in Table LXV is the number of persons counseled relative to education, employment, or other adult education concerns.

Presently, information on the Adult Education Programs in the Anadarko Area is incomplete. The project staff is attempting at this time to gather information on tribal contracts, total BIA Adult Education funds, number and locations of tribal Adult Learning Centers, enrollments, and programs offered. The Adult Education Office, Anadarko

Agency, reported $70,000 total funds allocated to the Adult Education Office located at the Anadarko Agency. Of this amount, $55,000 is reported as BIA Adult Education funds, and additional supplemental BIA funds as $14,500. Anadarko Adult Education Office, Anadarko Agency, serves two Adult Learning Centers; the Anadarko Learning Center in Anadarko, Oklahoma, and the Lawton Learning Center in Lawton, Oklahoma.

Adult Basic Education and GED programs are reported as being a viable part of the operation of Adult Learning Centers. Other Adult Education Programs offered are pre-vocational training, driver's training, consumer education, college preparatory and building trades.

Enrollment for BIA sponsored programs from the Anadarko Adult Education Office, Anadarko Agency, were 83 students in ABE programs, 186 in GED programs, and 197 in other adult programs (pre-vocational, driver's training, consumer education, college preparatory, etc.). Enrollment in non-BIA sponsored programs in Western Oklahoma were 22 students in ABE, 37 in GED, and 22 in other Adult Education Programs. Table LXVI indicates the results of persons participating in Adult Education Programs, as reported by the Anadarko Adult Education Office.

Another BIA program that involves Adult Education is the Adult Vocational Training Program which is administered by the Branch of Employment Assistance. Employment Assistance Offices are located in all agencies in the Muskogee and Anadarko areas. Adults applying for vocational training are placed in vocational training programs of their choice based on individual counseling, aptitude testing, and other personal factors. The program utilizes state resources or refers the applicant to one of the several National Field Employment Assistance Training Centers operated by the Bureau of Indian Affairs. This technical training is aimed at employment.

Facilities

Facilities needs for the BIA schools located in Eastern Oklahoma are under the jurisdiction of the Muskogee BIA Area Office while the Western BIA schools facilities needs are under the Anadarko BIA Area Office. Anadarko and Muskogee Area Offices submitted priority needs lists for new construction for BIA schools and dormitories located in their respective areas.

While the Haskell Indian Junior College located in Lawrence, Kansas has not been considered in detail in this report, it is interesting to note that as priorities are listed by the Anadarko Area Office, Haskell occupies all but one of the first 13 positions. Haskell is included on this list since its ratings are so much higher than those for BIA schools located in Oklahoma.

The priorities for new construction for the Anadarko Area BIA schools are:

1. Haskell: Instructional Media Center. Design has been completed and construction funds are available. Letting of bids for construction is pending.
2. Haskell: Kitchen/Dining Building. Design has been completed and construction funds are available. Letting of bids for construction is pending.
3. Haskell: Two dormitories of 128 student capacity each, are in design stage and construction funds are available.
4. Riverside: Two dormitories of 64 student capacity each have been designed and construction funds are available. Construction is to begin in the near future.

5. Haskell: Student Union has been designed but construction funds are not available at this time.
6. Haskell: Extend storm drainage from Bldg. 121 to east side of east perimeter road to campus drainage ditch.
7. Haskell: Remodel Bldg. No. 115 (Bus Shop area) to house the entire welding program.
8. Haskell: Remodel Bldg. No. 50 to house the entire Arts and Crafts Program. Includes new aluminum windows and air conditioning.
9. Haskell: Remodel Bldg. No. 104 and necessary addition to house the commercial program and air conditioning.
10. Haskell: Remodel Bldg. No. 107 to house the General Education Program and the addition to house the Math Science Department including Environmental Health. New windows and air conditioning are to be installed.
11. Haskell: Remodel Bldg. No. 12 including new seating, air conditioning and a new stage, two added classrooms and storage. New lighting and stage drapes along with the remodeling of the front entrance.
12. Haskell: Site work and utilities.
13. Haskell: Physical Education facility including swimming pool.
14. Riverside: Academic/Science building.
15. Riverside: Learning Resource Center.
16. Riverside: Physical Education and Little Theatre (combination).
17. Riverside: Renovation of nine cottage dormitories.
18. Riverside: Renovation of building 279 for Administration.
19. Riverside: Student Center and Kitchen/Dining Building.

20. Riverside: Industrial Arts.

21. Riverside: Remodel building 278 for Operation and Maintenance Shop.

22. Riverside: School Warehouse.

23. Riverside: Remodel building 269.

24. Haskell: Dormitories to house 650 students.

25. Haskell: Renovate dorm 2 to house 50 students.

26. Haskell: Renovate dorm 109 to house 50 students.

27. Haskell: Construct west perimeter road, construct storm drainage system and day care center.

28. Chilocco: Academic complex including Home Economics, Laboratory Facilities and Learning Resource Center.

29. Haskell: Fine Arts Building.

30. Haskell: Administration Building.

31. Haskell: Remodel buildings 37, 119, 120 and 15.

32. Chilocco: Kitchen/Dining Building.

33. Chilocco: Physical Education Facility with swimming pool, track, football field and night lighting.

34. Concho: Classroom addition to building 134.

35. Concho: Dormitory with 128 capacity.

36. Concho: Swimming pool.

37. Chilocco: Fine Arts Center.

38. Chilocco: Remodel balance of school plant.

39. Concho: Plant Management Shop and Warehouse.

40. Fort Sill: Academic Complex.

41. Fort Sill: Gymnasium and football field with night lighting including track.

42. Chilocco: Auditorium.

43. Chilocco: Dormitory to house 100 students.

44. Fort Sill: Auditorium.

45. Fort Sill: Plant Management Shop and Warehouse.

The priorities for new construction as reported by the Muskogee Area Office are:

1. Seneca: Dormitories.
2. Seneca: Kitchen/Dining.
3. Seneca: Classrooms.
4. Seneca: Recreational Facilities.
5. Sequoyah: Dormitories.
6. Sequoyah: Classrooms.
7. Sequoyah: Kitchen/Dining.
8. Sequoyah: Student Union.
9. Jones Academy: Multi-purpose facilities.
10. Eufaula Dormitory: Small boys and girls home living dormitory.

Table LXVII shows a summary of the new construction needs as reported by the Anadarko Area Office and the Muskogee Area Office.

TABLE LV

ENROLLMENT BY RESIDENCY

PART A

	Total Enrollment 1974-75	From Oklahoma	Not From Oklahoma
State	2,421	1,992	429
Anadarko Area	1,374	998	376
Muskogee	1,047	994	53

PART B

Boarding Schools

Chilocco	360	193	167
Concho	354	306	48
Ft. Sill	330	248	82
Riverside	318	239	79
Seneca	188	167	21
Sequoyah	350	329	21

Dormitories

Carter Seminary	136	133	3
Eufaula Dormitory	161	161	0
Ft. Sill	12	12	0
Jones Academy	212	204	8

TABLE LVI

SUMMARY OF STUDENT EXPULSION, DROP-OUTS AND TRANSFERS

	Expelled	Dropped Out	Transferred
Boarding Schools			
Chilocco	1	138	3
Concho	6	130	0
Ft. Sill	7	39	104
Riverside	0	60	46
Seneca	3	38	19
Sequoyah	0	140	11
Dormitories			
Carter Seminary	0	41	2
Eufaula Dormitory	4	70	0
Ft. Sill	0	6	4
Hartshorne	0	63	1
TOTAL	21	725	190

TABLE LVII

NATIONAL BOARDING SCHOOLS ENROLLMENT AND AVERAGE DAILY ATTENDANCE

Area Offices	1972 Total	1972 ADA	1973 Total	1973 ADA	1974 Total	1974 ADA
Navajo	18,494	14,963	17,216	13,809.3	16,431	13,277.7
Phoenix	2,750	2,093.9	2,601	1,914.9	2,620	2,089.0
Choctaw	254	221	205	168.5	197	163.3
Aberdeen	2,121	1,471.9	1,786	1,156.1	1,688	1,182.7
Anadarko	1,667	1,034.6	1,494	918.5	1,355	812.8
Muskogee	634	456.5	684	437.4	618	459.0
Albuquerque	1,512	931.1	1,668	861.5	1,678	766.9
Juneau	660	570.2	568	500.4	664	523.4
Portland	669	607.8	647	535.6	549	542.1
Grand Total	30,317	23,322	28,009	21,191.2	26,867	20,743.6

TABLE LVIII

BOARDING SCHOOL ENROLLMENTS

	1972	1973	1974	1975
Oklahoma	2,307	2,178	1,979	1,900
*Anadarko	1,673	1,494	1,361	1,362
Muskogee	634	684	618	538
National Grand Total	36,407	33,672	32,456	Not Available
DORMITORY ENROLLMENTS				
Oklahoma	563	538	564	521
Anadarko	32	51	17	12
Muskogee	531	487	547	509
National Grand Total	3,871	4,025	3,384	Not Available

*Haskell Indian Junior College, located in Kansas, is not included.

TABLE LIX

OKLAHOMA BOARDING SCHOOLS AND DORMITORIES
ENROLLMENT AND AVERAGE DAILY ATTENDANCE

	FY '72		FY '73		FY '74		FY '75	
	Total	ADA	Total	ADA	Total	ADA	Total	ADA
Boarding Schools								
Anadarko Area Office	1667	1034.6	1494	918.5	1355	812.8	1362	
Concho	339	211.2	355	204.5	330	200.7	354	198
Chilocco	662	377.5	453	266.2	390	149.0	360	N/A
Ft. Sill	317	182.7	284	163.9	270	187.4	330	N/A
Riverside	349	263.2	402	283.9	365	275.7	318	218
Muskogee Area Office	634	456.6	684	437.4	618	459.0	538	
Seneca	189	130.2	202	134.2	211	166.0	188	
Sequoyah	445	326.3	482	303.2	407	293.0	350	247
Dormitories								
Anadarko Area Office	51	27.9	32	15.5	17	11.7	12	
Ft. Sill	51	27.9	32	15.5	17	11.7	12	
Muskogee Area Office	487	350.5	531	338.5	547	354.9	509	
Carter Seminary	113	88	126	86.7	140	93.2	136	84
Eufaula Dormitory	119	69	171	93.0	168	96.5	161	89
Jones Academy	255	193.5	234	158.8	239	165.2	212	N/A

TABLE LX

FY 1975 PROGRAM FUNDS

	Anadarko Area	Muskogee Area
OPERATION OF INDIAN PROGRAMS	$21,618,305	$21,014,550
Indian Education	(12,917,100)	(10,258,300)
Indian Services	(2,168,500)	(4,104,400)
Tribal Resources Development	(2,127,785)	(2,800,550)
Trustee Responsibilities & Services	(934,600)	(1,476,600)
General Management & Facility Operations	(2,681,020)	(1,116,200)
Administrative Support	(789,300)	(1,258,500)
MAJOR ALTERATIONS & IMPROVEMENTS	198,800	270,500
ROAD CONSTRUCTION	996,676	1,259,462
REVOLVING FUND FOR LOANS	2,050	112,351
INDIAN LOAN GUARANTY & INSURANCE FUND	50,000	45,000
TITLE I PROGRAM	596,120	244,355
TITLE II PROGRAM	-	14,000
TITLE III PROGRAM	-	29,657
TITLE VI PROGRAM	-	18,200
IMPL	313,601	64,210
GRANTS	101,535	-
Sub-Total	23,877,087	23,072,285
TRIBAL TRUST FUNDS	2,920,786	13,348,218
CLAIMS & TREATY OBLIGATIONS	30,000	-
TOTAL FUNDS	$26,827,873	$36,420,503

TABLE LXI

PER CAPITA EXPENDITURES FOR FY 1975 - 3100 ACTIVITY

	Allocation	Total Enrollment	Per Capita Expenditure
Muskogee Area			
Sequoyah High School	$1,192,458	350	$3,407
Seneca Indian School	575,541	188	3,061
Carter Seminary	309,400	136	2,275
Eufaula Dormitory	321,000	161	1,993
Jones Academy	519,000	212	2,448
Anadarko Area			
Chilocco	1,454,480	360	4,040
Riverside	1,374,194	318	4,321
Concho	1,050,312	354	2,967
Ft. Sill	1,032,194	342	3,127

TABLE LXII

SUMMARY OF INDIAN PROGRAMS IN BIA BOARDING SCHOOLS AND DORMITORIES

BIA Schools	Indian History	Indian Arts & Crafts	Indian Affairs	Indian Culture	Indian Dance & Music	Indian Clubs	Multi-Ethnic Social Studies	Indian Counselors
Concho	X	X			X			
Ft. Sill	X			X		X		X
Riverside	X	X	X	X		X		X
Chilocco	X	X		X		X		X
Seneca	X	X						X
Sequoyah	X			X			X	X
Carter Seminary		X			X		X	X
Eufaula Dormitory		X			X		X	X
Jones Academy		X						X

TABLE LXIII

SECONDARY VOCATIONAL EDUCATION PROGRAMS

School & Grades	Enrollment in Secondary Voc. Ed. Programs	Number of Secondary Voc. Ed. Programs	Secondary Vocational Education Programs
1. Ft. Sill (9-12)	0	0	None
2. Riverside (9-12)	152	3	Home Economics, Metal Shop, Wood Shop
3. Chilocco (9-12)	193	14	General Shop, Metalwork, Woodwork, Mechnical Drawing, General Agriculture I & II, Home Economics I & II, Vocational Agriculture III & IV, Vocational Home Economics I & II, Vocational Auto Mechanics, Auto Body & Fender, Welding, Electronics, Printing, & Dry Cleaning
4. Sequoyah (9-12)	89	1	Home Economics
5. Carter Seminary (1-12 Dormitory)	10	3 *1-Public School	Home Economics, Family, Bachelor Living
6. Eufaula Dormitory (1-12 Dormitory)	26	4 *2-Public School	Vocational Agriculture, Vocational Home Economics, Carpentry, Cosmetology
7. Jones Academy (1-12 Dormitory)	Not Available	Not Available *3-Public	Not Available

*Public School programs at: 1. Ardmore Public School, 2. Eufaula Public School, 3. Hartshorne Public School

TABLE LXIV

MUSKOGEE AREA ADULT LEARNING CENTERS

Location	Tribe Contracting	Amount Contracted To Tribe
Tahlequah	Cherokee	$27,500
Okmulgee	Creek	$29,000
Hominy (Warner College)	Osage	$ 6,000
Wewoka	Seminole	$25,000
Durant	Choctaw	$19,000
Tishomingo	Chickasaw	$11,000
Miami	* 8 Tribes (Miami)	$11,000

*8 tribes are: Eastern Shawnee, Seneca-Cayuga, Quapaw, Miami, Peoria, Delaware, Wyandotte and Ottawa.

TABLE LXV

MUSKOGEE AREA ADULT EDUCATION

Type of Result	BIA-Sponsored Programs	Non-BIA-Sponsored Programs	Total
Number of persons obtaining GED certificates as result of participation in programs.	178	200	378
Number of persons hired or promoted as result of participation in programs.	105	75	180
Number of persons entered college as result of participation in programs.	57	45	102
Number of persons entered other education or training programs as result of participation	50	40	90
Number of persons who withdrew.	73		
Number of persons counseled relative to education employment, or other adult education concerns (optional).	2,000		

TABLE LXVI

ANADARKO AREA ADULT EDUCATION

Type of Result	BIA-Sponsored Programs	Non-BIA-Sponsored Programs	Total
Number of persons obtaining GED certificates as result of participation in programs.	38	12	50
Number of persons hired or promoted as result of participation in programs.	10	5	15
Number of persons entered college as result of participation in programs.	3	1	4
Number of persons entered other education or training programs as result of participation.	13	2	15
Number of persons who withdrew.	35		
Number of persons counseled relative to education, employment, or other adult education concerns (optional).	265		

TABLE LXVII

SUMMARY OF CONSTRUCTION NEEDS

	Dormitories	Classrooms	Kitchen/Dining	Recreational Facilities	Multi-Purpose Facilities
Anadarko Area					
Riverside	X	X	X	X	
Chilocco	X	X	X	X	X
Concho	X	X		X	
Ft. Sill		X		X	X
Muskogee Area					
Seneca	X	X	X	X	
Sequoyah	X	X	X		X
Jones Academy					X
Eufaula Dormitory	X				

CHAPTER IV

HIGHER EDUCATION

Introduction

One area of concentration within the description of existing educational programs for Oklahoma Indians is the higher education review. The purpose of the higher education review is to examine the status of higher education for Indians in Oklahoma as reflected in enrollment statistics for the 1974-75 academic year as well as programs available to Indian students through state and private institutions in addition to the Bureau of Indian Affairs. Although the need may exist for more thorough studies of specific aspects of higher education for Indian people (for example, the college drop-out rate of Indian students), such projects were not within the scope of this survey.

The office of Oklahoma State Regents for Higher Education lists a total of 41 accredited institutions for 1974-75 academic year. Within the 41 institutions are 27 state universities, colleges, and junior colleges and 14 private schools. In addition to the 27 state institutions, there are two technical institutes which operate in conjunction with Oklahoma State University, and a Health Sciences Center which is a part of the University of Oklahoma. As will be seen in the presentation of enrollment data, all but two of the 41 accredited institutions have some American Indian students.

Three major sources of data were utilized in this higher education

review. An attempt was made to collect existing data first, from the Oklahoma State Regents for Higher Education office and second, from the Bureau of Indian Affairs Higher Education offices in the state. The third method was the use of a questionnaire by which each of the 41 institutions was contacted in order to develop a description of types of programs available to Indian students. At each institution, individuals who worked primarily with Indian students, such as Indian counselors, were asked to complete a questionnaire. If there were no specific individuals who worked with Indian programs, registrars and admissions officers were contacted for enrollment and other information. The questionnaire utilized in this phase of the study is included in Appendix I.

Indian Student Enrollment

Statistics on Indian student enrollment were obtained both through information furnished by the Oklahoma State Regents for Higher Education and the use of the questionnaire. For many of the private institutions, enrollment information by race was available only for fall 1974. During this time data were collected for the purpose of HEW reports. Also, many of the private institutions did not ask the students to identify themselves by race, but used numbers of students on Bureau of Indian Affairs grants, or did an informal anonymous survey to determine the number of Indian students. The state universitites for the most part asked the students to identify themselves by race on enrollment forms for the purposes of their records.

The enrollment information evaluated is for the fall and spring semesters, 1974-75. The summer session 1975, was excluded from discussion because of the incomplete nature of enrollment data for the state as a whole for this time period. Generally, enrollment statistics

relating to the fall, 1974 semester, were obtained through the use of the questionnaire, and data for spring 1975, were collected from the Oklahoma State Regents for Higher Education report dated January, 1975.

State Institutions

Table LXVIII shows the Indian undergraduate and graduate enrollment at state institutions in the fall of 1974. The school reporting the largest percentage of Indian students is Northeastern Oklahoma A & M with 383 students or 16.4 percent of the total student population. Second is Murray State College with 134 Indian students or 13.3 percent of the total student enrollment. Both of these schools are two-year colleges located near large concentrations of Indian populations in the state. Northeastern Oklahoma State University, which is located in Tahlequah, Oklahoma, near the largest Indian population in the state, reports 685 Indian students or 12.8 percent of the enrollment.

The influence of location also seems to be reflected in the statistics of schools reporting low Indian enrollment. For example, Western Oklahoma State College at Altus reports a .6 percent Indian enrollment while Sayre Junior College and Northwestern Oklahoma State University identify .7 percent of their total student population as Indian. These schools are located in areas of low Indian population. The Oklahoma College of Osteopathic Medicine and Surgery at Tulsa, began its first year of operation in 1974-75 with a total of 36 students, but had no Indian enrollment.

Altogether, 3,807 Indian students were enrolled in state institutions, making up 3.5 percent of the total. Among these Indian students, 3,534 persons were enrolled in undergraduate programs and 273 were graduate students. The largest number of graduate students was at the

University of Oklahoma, 92 students; Northeastern Oklahoma State University, 71 students; and Oklahoma State University with 40 students. Among the Indian graduate students listed for Oklahoma University and Oklahoma State University were individuals pursuing degrees in medicine, dentistry, and law, in addition to Master's and Doctoral students. Of the 47 Indian students at the University of Oklahoma Health Sciences Center, 4 students were in the College of Dentistry and 18 in the College of Medicine. Listed among the 92 Indian graduate students at the University of Oklahoma were 18 in the College of Law.

Private Institutions

In Table LXIX, undergraduate and graduate Indian enrollments in private institutions in Oklahoma are presented. The only school with a large Indian student enrollment is Bacone College, with 245 Indian students. This represents 48 percent of the total student population. Also, it should be noted that Bacone College had a larger percentage of Indian enrollment than any of the state institutions.

Saint Gregory's College at Shawnee reports 12 students or 4 percent of their total enrollment as Indian. Most of these students were attending classes sponsored through the Comprehensive Employment Training Act. Hillsdale Free Will Baptist College at Moore reports no Indian students, while Midwest Christian College at Oklahoma City and Bartlesville Wesleyan have only one Indian student each.

At private institutions in Oklahoma 494 or 2.6 percent of the total enrollment were listed as American Indian. This includes 484 undergraduates and 10 graduate students. Only four private institutions in the state

offer graduate programs.

Faculty

In Table LXX, a comparison of Indian and non-Indian students and faculty at state universitites is presented, utilizing January, 1975 data compiled by the Oklahoma State Regents for Higher Education office. Northeastern Oklahoma State University at Tahlequah reports the highest percentage of Indian students (12.7 percent), again perhaps reflecting its location near an area of large Indian population. Other universities with a concentration of Indian students are the University of Science and Arts at Chickasha (102 or 9.4 percent) and East Central Oklahoma State University at Ada (226 or 7.77 percent of the enrollment). The school with the lowest student enrollment for January, 1975, is the Oklahoma College of Osteopathic Medicine and Surgery (not listed in Table LXX) with none of its 36 students identifying themselves as Indian. Langston University, which is a predominately black institution, reports only 3 or .3 percent of the students identifying themselves as Indians for fall, 1974, and January, 1975. A total of 2,815 Indian students are reported at state universities, which comprise 3.4 percent of the enrollment for January, 1975. By reviewing Table LXX, it can be seen that during the fall, 1974, the percent of Indian enrollment in state universities was also 3.4.

Southeastern Oklahoma State University at Durant reports the largest number of Indian faculty in the state for January, 1975, with 26 or 16.9 percent. This is the only university reporting a larger percentage of Indian faculty members than students (6.7 percent). As will be seen in a later section, Southeastern Oklahoma State University

also offers several Indian programs, and it may be assumed that many of these faculty members are employed in conjunction with these programs.

The Oklahoma State University Technical Training Institute at Okmulgee and East Central State University at Ada report respectively that 6.2 percent and 6.1 percent of their faculty members identify themselves as Indian. Three state institutions report no Indian faculty members, including Langson University, Northwestern State University, and the Oklahoma State University Technical Institute in Oklahoma City. Altogether a total of 64 individuals (2.1 percent) identifying themselves as American Indians are employed in state universities.

Table LXXI is a comparison of Indian and non-Indian students and faculty at state junior colleges for January, 1975. Again, Northeastern Oklahoma A & M and Murray State College report the largest percentage of Indian student population with 16.3 percent and 13.7 percent, respectively. The colleges reporting the lowest Indian enrollment are Sayre Junior College (2 students or .7 percent) and Western Oklahoma State College at Altus (9 students or .8 percent). Altogether a total of 1,404 Indian students were enrolled in state two-year institutions, making up 5 percent of the total student population. For an overview of the student enrollments at state universities and colleges and a breakdown by race see Appendix J, Student Racial Composition of State Institutions, January, 1975.

As Table LXXI indicates, Claremore Junior College has the highest number and percentage of Indian faculty (8 individuals or 17.4 percent of the total) with Connors having the second highest (6 faculty members or 14.6 percent). Three colleges including Sayre Junior College, Western Oklahoma State College, and El Reno Junior College had no faculty members

who identified themselves as American Indian during January, 1975.

Data from four junior colleges including Carl Albert, Claremore, Connors, and Seminole, indicate that their percentages of Indian faculty are higner than the percentages of Indian students. However, the relatively small size of the total faculty at these institutions and the actual number of Indian faculty members (ranging from 2 to 8) should be considered in making comparisions between students and faculty.

At the state junior colleges during January, 1975, 45 individuals identified as American Indian were employed. This number represents a total of 3.6 percent of the state junior college faculty, which numbers 1,146 persons. For an overview of the faculty composition by race at state institutions, including universities and junior colleges, see Appendix K, Faculty Racial Composition of State Institutions, January, 1975.

Bureau of Indian Affairs

Grant Students

Another factor in trying to describe the status of higher education for Oklahoma Indians is the number of Bureau of Indian Affairs grant students. The number of grant students provides at least a verifiable minimum number of individuals in higher education institutions who have one-quarter or more degree of Indian blood. In comparing this data compiled in Tables LXXII, LXXIII, and LXXIV with the number of students identifying themselves as Indian, it can be seen that generally the number of grant students is the smaller of the two. The discrepancy between number of grant students and number of students identifying themselves as Indian at a given institutions may be due in part to

students of less than one-quarter degree who identify themselves as Indian and students of one-quarter degree of Indian or more who are not recipients of grants.

A total of 3,224 college or university students in Oklahoma received educational grants through the Anadarko and Muskogee higher education offices. This includes 1,133 students funded through the Anadarko area office, as well as 2,091 students through the Muskogee office. In addition, a total of 700 students were funded through the Anadarko and Muskogee area offices to attend higher education institutions located out of the state, including 266 students from Anadarko and 434 students from Muskogee.

State Institutions

Tables LXXII and LXXIII list the number of Bureau of Indian Affairs higher education grant students enrolled in state institutions for the 1974-75 academic year. In all, 2,913 grant students attended state institutions in Oklahoma, including 2,100 students in universities and 813 students in junior colleges.

As indicated in Tables LXXII and LXXIII, the number of grant students from roughly the Eastern half of the state, which is served by the Muskogee Area Office, attended higher education institutions in that part of the state. These institutions include East Central State University, Northeastern Oklahoma State University, Southeastern Oklahoma State University, Carl Albert Junior College, Claremore Junior College, Connors State Junior College, Eastern Oklahoma State University, Murray State Junior College, Northeastern Oklahoma A & M Junior College, Seminole Junior College, and Tulsa Junior College. The same is true for the Anadarko Area

Office with their greatest number of students attending schools located in the Western part of the state including Cameron University at Lawton, Southwestern Oklahoma State University at Weatherford, the University of Science and Arts at Chickasha, El Reno Junior College, and Northern Oklahoma College at Tonkawa. Institutions located in the central and north central regions of the state had students from both the Anadarko and Muskogee Area Offices.

Private Institutions

The Bureau of Indian Affairs grant students attending private institutions in the state of Oklahoma are listed in Table LXXIV. Bacone Junior College, Tulsa University, and Oklahoma City University have the largest numbers of grant students with 148, 49, and 45 students, respectively.

Programs Available to Indian Students

Through the use of a questionnaire, an attempt was made to survey the programs provided for Indian students at higher education institutions in Oklahoma. A representative from each institution was asked to indicate all the programs relating to Indian people that were available in addition to their regular curriculum and services. The Indian programs at state universities and junior colleges are summarized in Tables LXXV and LXXVI, respectively.

State Institutions

The most prevalent service offered to Indian students at state institutions is the position of Indian Counselor. In 1974-75, there were 16 Indian counselors working in either full- or part-time capacity,

at state institutions, including nine at universities and seven at junior colleges. All but one of the Indian Counselors were employed at the individual institutions through a contract with the Bureau of Indian Affairs Higher Education Area Offices. The only counselor not provided through the Bureau of Indian Affairs was a tribal employee working in cooperation with one institution. Generally, the duties of the Indian counselor include serving as a liaison between grant students and the Bureau of Indian Affairs in addition to providing counseling services. One counselor estimated that approximately 85 to 90 percent of his contacts with Indian students deal with financial matters.

A tutoring service for Indian students was available at 16 state institutions, usually operating under the supervision of the Indian counselor with at least partial funds for this service being provided by the Bureau of Indian Affairs. In addition, many of the institutions provide tutoring for students at a minimal cost to the individual.

Short courses for Indian people were available at five state institutions. These include a Hotel and Restaurant Management course at Oklahoma State University, intersession classes dealing with Indian history offered at other institutions, and field trips to places of cultural interest.

Individuals completing the questionnaire were given the opportunity to list any other activities or programs at their institutions relating to Indian people in addition to the eight categories provided. Mentioned most often in this section were Indian Heritage Weeks or Days, which were observed at nine state colleges and universities. In most cases, Indian Heritage programs were sponsored by Indian student organizations,

such as the First American Club at Central State University and the Native American Student Association at Oklahoma State University. At Northeastern Oklahoma State University, however, the Indian Heritage Week was co-sponsored by the Oklahoma Arts and Humanities Council and the University.

Other programs at state institutions include the Indian Manpower Training Program at Oklahoma State University, the Indian Teacher Intern Program at Northeastern Oklahoma State University, and the First Americans-Tomorrow's Engineers at the University of Oklahoma. This third program is concerned with acquainting Indian high school students with careers in engineering through a summer session held on the university campus. Another program at the University of Oklahoma is the University Year for Action through which university students return to work in their home communities for college credit.

Indian studies programs were reported at five state institutions, with only Murray State College providing an associate degree in this area. The University of Oklahoma provides a bachelors degree in Ethnic Studies of which the Indian Studies Program was a part. In addition, courses relating to Indian culture and history together with those concerned with a particular tribe or tribes are offered as a part of the regular curriculum at several of the state institutions.

Four schools indicate that they had bi-lingual programs during the 1974-75 academic year. Included in these programs are courses in the Seminole language offered at East Central State University and Seminole Junior College, Chickasaw language at Murray State College, and Choctaw at Southeastern Oklahoma State University.

Five state institutions report that they had an Indian Culture

Center, including University of Oklahoma, Southeastern Oklahoma State University, University of Science and Arts, and Murray State College.

Five state institutions report that they offer a Career Preparation Program for Indian students. Usually these programs are directed by the Indian counselors with the cooperation of the placement offices or other departments.

Special academic programs for Indian students were offered at five state institutions in 1974-75. These programs include the Project Threshold for disadvantaged students at the University of Oklahoma where small classes are offered in basic subjects. In addition, preparatory classes in areas such as math, science, and English are offered at Connors and Murray State College. At the University of Science and Arts, a Study Skills program is available to Indian students.

Private Institutions

Bacone College is the only private institution in Oklahoma to provide specific programs and services for its Indian students. At Bacone, an Indian counselor and tutoring services are provided through cooperation with the Bureau of Indian Affairs. In addition, an Indian Studies program is available on campus offering courses in American Indian Literature, Indian History, Indian Oratory, and the Creek Language. Developmental programs in math, reading, science, and English are also provided for students. An Indian Museum is maintained on campus, and an American Indian Day is sponsored by the college.

TABLE LXVIII

AMERICAN INDIAN UNDERGRADUATE AND GRADUATE

ENROLLMENT AT STATE INSTITUTIONS, FALL 1974

	Total Enrollment	Total Indian Enrollment		Indian Undergraduates	Indian Graduates
Universities	Number	Number	%	Number	Number
Cameron	3976	178	4.5	178	NA
Central State	11953	200	1.7	185	15
East Central	2953	154	5.2	150	4
Langston	1137	2	.2	3	0
Northeastern	5331	685	12.8	614	71
Northwestern	1788	13	.7	12	1
Oklahoma University	19932	480	2.4	388	92
Okla. Univ. Health Sciences	2034	47	2.3	11	36
Oklahoma State University	19281	321	1.7	281	40
OSU Technical Institute	1638	26	1.6	26	NA
Panhandle	1115	22	2.0	22	0
Southeastern	3524	140	4.0	135	5
Southwestern	4801	121	2.5	112	9
University Sciences and Arts	1212	74	8.4	74	0
Oklahoma College of Osteopathic Medicine and Surgery	36	0	0	0	0
Sub-Total	80711	2464	3.0	2191	273
Junior Colleges					
Carl Albert	652	10	1.5	10	NA
Claremore	1069	89	8.3	89	NA
Connors	1124	115	10.2	115	NA
Eastern	1845	133	7.2	133	NA
El Reno	572	34	5.9	34	NA
Murray	1010	134	13.3	134	NA
Northeastern A&M	2330	383	16.4	383	NA
Northern	1194	63	5.3	63	NA
Oscar Rose	6253	108	21.7	108	NA
Sayre	301	2	.7	2	NA
Seminole	1437	89	6.2	89	NA
South Oklahoma City	2572	39	1.5	39	NA
Tulsa	5596	137	2.4	137	NA
Western Oklahoma	1149	7	.6	7	NA
Sub-Total	27104	1343	5.0	1343	NA
Total	107815	3807	3.5	3534	273

TABLE LXIX

AMERICAN INDIAN UNDERGRADUATE AND
GRADUATE ENROLLMENT AT PRIVATE INSTITUTIONS

Fall 1974

Institutions	Total Enrollment	Total Indian Enrollment		Indian Undergraduates	Graduates
	Number	Number	Percent	Number	Number
Oklahoma Baptist University	1808	51	2.8	51	--
Oklahoma City University	3010	45	1.5	40	5
Oral Roberts University	2548	18	.7	18	--
Phillips University	1379	4	.3	4	0
Tulsa University	6092	88	1.4	83	5
American Christian College	1218	2	.2	2	--
Bethany Nazarene	1170	6	.5	6	0
Midwest Christian	178	1	.6	1	--
Oklahoma Christian	1137	7	.6	7	--
Bacone	510	245	48.0	245	--
Bartlesville Wesleyan	380	1	.3	1	--
Hillsdale Baptist	158	0	0	--	--
St. Gregorys	300	12	4.0	12	--
Southwestern	1775	14	.8	14	--
Total	21663	494	2.6	484	10

TABLE LXX

COMPARISON OF INDIAN AND NON-INDIAN STUDENTS

AND FACULTY AT STATE JUNIOR COLLEGES

January 1975

Junior College	American Indian				Non-Indian			
	Student		Faculty		Student		Faculty	
	#	%	#	%	#	%	#	%
Carl Albert	14	2.3	3	7.5	580	97.7	37	92.5
Claremore	89	8.3	8	17.4	980	91.7	38	82.6
Connors	102	9	6	14.6	1030	91	35	85.4
Eastern	125	7	3	4.0	1661	93	73	96
El Reno	25	4.1	-	-	578	95.9	23	100
Murray	138	13.7	2	5.5	872	86.3	34	94.5
Northeastern A&M	383	16.3	7	3.2	1962	83.7	209	96.8
Northern	47	3.9	1	1.7	1147	96.1	57	98.3
Oscar Rose	206	3.3	5	2.6	6047	96.7	185	97.4
Sayre **	2	.7	-	-	264	99.3	15	100
Seminole	65	4.5	2	5.0	1385	95.5	38	95
South Oklahoma City	62	1.6	1	1.2	3853	98.4	80	98.8
Tulsa	137	2.4	6	2.1	5459	97.6	280	97.9
Western Oklahoma	9	.8	-	-	1140	99.2	42	100
Total	1404	5	44	3.7	26958	95	1146	96.3

*Figures taken from Oklahoma State Regents for Higher Education, Compliance With Title IV of Civil Rights Act: Semi-Annual Report, February 1975, 17.

**Sayre Junior College not a full member of the state system.

TABLE LXXI

Comparison of Indian and Non-Indian Students and Faculty at State Universities, January, 1975

Universities	American Indian Students N	%	Faculty N	%	Non-Indian Students N	%	Faculty N	%
Cameron	178	4.4	2	1.3	3834	95.6	157	98.7
Central State	125	1.1	4	1.1	11823	98.9	351	98.9
East Central	226	7.7	8	6.1	2717	92.3	124	93.9
Langston	3	.3	--	---	1150	99.7	64	100.0
Northeastern	686	12.7	7	3.2	4696	87.3	209	96.8
Northwestern	13	.7	--	---	1858	99.3	82	100.0
Oklahoma University	451	2.2	11	1.5	19473	97.8	727	98.5
OU Health Sciences	52	2.9	1	.3	1736	97.1	399	99.7
Oklahoma State University	318	1.7	11	1.1	18963	98.3	1011	98.9
OSU Technical Institute	25	2.0	--	---	1196	98.0	95	100.0
OSU Technical Training	238	9.8	9	6.2	2198	90.2	136	93.8
Panhandle	22	2.0	3	2.3	1093	98.0	129	97.7
Southeastern	233	6.7	26	16.9	3332	93.3	128	83.1
Southwestern	138	2.9	1	.5	4663	97.1	221	99.5
Univ. Science and Arts	102	9.4	1	1.8	979	90.6	54	98.2
TOTALS	2815	3.4	84	2.1	79923	96.6	3887	97.9

Source: Oklahoma State Regents for Higher Education, Compliance with Title IV of Civil Rights Act - Semi-Annual Report, February, 1975, 17.

TABLE LXXII

BUREAU OF INDIAN AFFAIRS GRANT STUDENTS

At STATE UNIVERSITIES, 1974-75*

University	Anadarko Area Office	Muskogee Area Office	University Total
Cameron	211	14	225
Central State	98	57	155
East Central State	22	132	154
Langston	0	3	3
Northeastern Oklahoma State	34	573	607
Northwestern Oklahoma State	3	1	4
Oklahoma University	186	163	349
Oklahoma State University	68	130	198
O.S.U. Technical Institute	4	6	10
Panhandle State	1	3	4
Southeastern Oklahoma State	8	132	140
Southwestern Oklahoma State	109	12	121
University of Science and Arts	120	10	130
Total	864		2100

*Includes only students funded through Oklahoma BIA Higher Education Area Offices.

TABLE LXXIII

BUREAU OF INDIAN AFFAIRS GRANT STUDENTS

AT STATE JUNIOR COLLEGES, 1974-75*

College	Anadarko Area Office	Muskogee Area Office	Junior College Total
Carl Albert	0	10	10
Claremore	5	35	40
Connors State	8	137	145
Eastern Oklahoma State	2	70	72
El Reno	23	1	24
Murray State	1	114	115
Northeastern Oklahoma A&M	9	35	44
Northern Oklahoma	53	10	63
Oscar Rose	49	59	108
Sayre**	0	0	0
Seminole	4	85	89
South Oklahoma City	12	9	21
Tulsa	15	60	75
Western Oklahoma State	5	2	7
Total	186	627	813

*Includes only students funded through Oklahoma BIA Higher Education Area Offices.

**Sayre Junior College not a full member of the state system.

TABLE LXXIV

Bureau of Indian Affair's Grant Students
At Private Institutions, 1974-75*

Institution	Anadarko Area Office	Muskogee Area Office	Institution Total
Universities			
Oklahoma Baptist	8	13	21
Oklahoma City University	22	23	45
Oral Roberts	0	7	7
Phillips University	3	1	4
Tulsa University	5	44	49
Subtotal	38	88	126
Colleges			
American Christian	0	0	0
Bethany Nazarene	10	3	13
Midwest Christian	0	0	0
Oklahoma Christian	0	0	0
Subtotal	10	3	13
Junior Colleges			
Bacone	19	129	148
Bartlesville Wesleyan	0	1	1
Hillsdale Baptist	0	0	0
St. Gregorys	7	3	10
Southwestern	9	4	13
Subtotal	35	137	172
Total Private	83	228	311

*Includes only students funded through Oklahoma BIA Higher Education area offices.

TABLE LXXV

Summary of Indian Programs at State Universities
Academic Year, 1974-75

Universities	Indian Studies	Indian Counselor	Tutoring Program	Bilingual Program	Indian Culture Cen.	Career Preparation	Special Aca. Progs.	Short Courses	Indian Heritage Day/Week
Cameron		x	x			x	x		x
Central State		x	x						x
East Central	x	x	x	x					x
Langston									
Northeastern	x	x	x						x
Northwestern									
Oklahoma Univ.	x	x	x		x		x	x	x
OU Health Sciences			x						
Oklahoma State		x	x					x	x
OSU Tech. Inst. OKC									
OSU Tech. Inst. Okm.									
Panhandle									
Southeastern		x	x	x	x				
Southwestern		x							
Univ. Science & Arts	x	x	x		x	x	x	x	x
Totals	4	9	9	2	3	2	3	3	7

TABLE LXXVI

Summary of Indian Programs at State Junior Colleges, Academic Year 1974-75

Colleges	Indian Studies	Indian Counselor	Tutoring Program	Bilingual Program	Indian Culture Cen.	Career Preparation	Special Aca. Progs.	Short Courses	Heritage Week
Carl Albert			x						
Claremore									
Connors		x	x			x	x		
Eastern		x	x					x	
El Reno		x							
Murray	x	x	x	x	x	x	x	x	x
Northeastern A&M		x	x			x			
Northern									x
Oscar Rose		x	x						
Sayre*									
Seminole		x	x	x					
South Oklahoma City									
Tulsa Junior College									
Western Oklahoma									
Totals	1	7	7	2	1	3	2	2	2

*Sayre Junior College not a full member of the state system.

CHAPTER V

OTHER STATEWIDE ACTIVITIES IN INDIAN EDUCATION

Comprehensive Employment and Training Act of 1973 (CETA)

Under Title III, Section 302, of the Comprehensive Employment and Training Act of 1973 (CETA), Public Law 93-203, Indian tribes and organizations in Oklahoma became eligible to act as prime sponsors for manpower programs funded by the U. S. Department of Labor. These programs are aimed at generating new employment opportunities and training individuals in skills needed for employment. Activities included in CETA programs are classroom training, on-the-job training, public service employment, and work experience.

Fourteen programs were funded in Oklahoma during fiscal year 1975 for a total amount of $6,584,494. None of these programs were operational for the full year, the majority operating only six to eight months during this initial year of funding. About 23 percent of the total funding, $1,509,536, was allocated in FY '75 to classroom training. Table LXXVII summarizes the funding for classroom training programs based on a survey of the 14 programs. The average per client allocation was $1,283 for the 1,177 clients.

Table LXXVIII lists the occupational categories in which classroom training was provided. Of the 1,146 clients for whom the training area was reported, 324 or 28 percent, received train-

ing in various clerical occupations. One-hundred eighty-four (184) clients received training in health related careers, occupations included under both professional, technical and service categories. Training in welding was provided for 173 clients while 83 clients received training in cosmotology and barbering.

It is too early for most programs to provide meaningful follow-up information concerning completion of programs and placement of clients in occupations.

Title IV, Indian Education Act

Parts B and C

Tribal groups and Indian organizations may receive financial assistance for special educational projects under Parts B and C of the Indian Education Act of 1972, Title IV, Public Law 92-318. Projects funded through Part B are aimed at improving educational opportunities for Indian children while Part C provides funding for adult education programs. In 1974-75, 12 projects were funded in Oklahoma under Part B for a total of $963,620. Most projects were training or enrichment programs in language and culture, while one program was aimed at drop-out prevention. Two of the funded projects were sponsored by urban organizations in Tulsa and Oklahoma City, one by a local education agency for a bi-lingual education program, and one by an alternative school under Indian direction. The remaining projects were sponsored by tribal groups. Only two adult education programs were funded under Part C, both sponsored by tribal groups, for a total amount of $102,730. In FY '75, grants totaling $1,066,350 were received by Oklahoma groups and organizations under Parts B and

C of Title IV (see Table LXXIX).

Additional Programs

No attempt was made to collect a complete listing of all educational activities sponsored by tribal groups and Indian organizations. Several examples, however, are included to illustrate the nature of these activities. Through a contract for $5,000 from the Tribal Government Development Program of the Bureau of Indian Affairs, the Ponca Tribe sponsored two workshops at the tribal offices in White Eagle for members of the staff. Training for both workshops was provided by staff members of Oklahoma State University and consisted of five two-hour sessions, or a total of ten hours training. The first workshop was held in December, 1974, and covered such topics as, "What is an Organization?" "The Individual in the Organization," "Organizational Planning," "Managing an Organization," and "Relating to the Public." The second workshop was held in June, 1975, and focused on interpersonal communication. The five subjects included, "The Interpersonal Communication Process," "Patterns of Miscommunication," "Communication in Social Groups," "Communication and Conflict Resolution," and "Communication and Human Relations."

The North Central Oklahoma Inter-Tribal Health Council, Inc., of Fairfax, Oklahoma, operates a series of health-related programs for the six tribes located in the area -- the Kaw, Osage, Otoe, Pawnee, Ponca, and Tonkawa. In 1974, the Council received a contract for $20,946 from the Oklahoma City Indian Area Advisory Board of the Indian Health Service to provide educational opportunities for members of the staff. Twenty employees enrolled in management and health-related

credit courses at Northern Oklahoma College, Tonkawa, under this contract. In addition, three members of the Community Health Representatives program participated in a course in nutrition offered by Oklahoma State University under a contract from the Oklahoma Indian Affairs Commission.

The Creek Nation sponsored a number of educational activities through contracts and grants from the Bureau of Indian Affairs; the Office of Native American Programs (HEW); Title IV, Part B, of the Indian Education Act; and Title III of CETA. Classroom training provided by the CETA program is included above. An integral part of two comprehensive planning grants received in FY '75, one from the Bureau of Indian Affairs and the other from the Office of Native American Programs, was staff training in the skills needed to conduct the surveys. Adult Education was provided in the Creek Nation under a $23,000 contract from the Bureau of Indian Affairs. This funded the learning laboratory in Okmulgee which provided both individualized and classroom instruction toward the G.E.D. Satellite centers were also operated in various locations for driver training and instruction toward the G.E.D. Arts and crafts instruction, primarily weaving and basketmaking, was provided in several locations under a $23,500 grant from the Bureau of Indian Affairs. An Indian Action Team contract from the Bureau of Indian Affairs for $50[illegible].000 provided short term training in technical and construction skills. The Title IV, Part B, grant received by the Creek Nation was for $75,000. This program focused primarily on Indian extracurricular activities, and a Licensed Practical Nurse for audio-visual testing of children.

TABLE LXXVII

FUNDING FOR CLASSROOM TRAINING PROGRAMS, CETA TITLE III
OKLAHOMA, FY '75

Program	Total Amount Allocated to Classroom Training	Percent of Total CETA Funding	Average Amount Allocated per Client, FY '75
A	$118,000	.451	$1,356
B	$220,346	.109	$ 892
C	$ 4,000	.015	$ 571
D	$ 92,000	.216	$ 989
E	$273,094	.376	$1,570
F	$ 42,600	.193	$ 676
G	$108,038	.178	$3,274
H	$ 67,488	.166	$1,646
I	$ 62	.001	$ 31
J	$ 85,983	.523	$1,720
K	$ 41,461	.394	$1,658
L	$ 17,499	.095	$1,029
M	$ 86,000	.164	$ 748
N	$352,965	.628	$1 583
TOTAL OKLAHOMA	$1,509,536	.229	$1,283

TABLE LXXVIII

CLASSROOM TRAINING PROGRAMS, CETA TITLE III
OKLAHOMA FY '75 ONLY

Occupational Category	Tribal Programs A	B	C	D	E	F	G	H	I	J	K	L	Urban Programs M	N	Total
Professional, Technical	41	42	1	3	18		8	1		1	2		18	3	138
Clerical	44	60		5	30		20	23	2	7	4	11	41	77	324
Sales													1	1	2
Service		30	1	10	29	8		5		23	15		5	20	146
Agricultural								2							2
Processing														1	1
Machine Trades		20	2	10	51			7		3			12	22	127
Bench Work		[illegible]						1					8		29
Structural		25	3	23	31		5	2		16	4	5	30	92	236
Miscellaneous Work	2	18		4	16							1		1	42
Special CETA Programs															99
1. GED				38										6	
2. Work Orientation						55									
TOTAL CLIENTS	87	215*	7	93	175*	63	33	41	2	50	25	17	115	223	1,146

*Additional clients reported without training area.

TABLE LXXIX

RECIPIENT - PART B, TITLE IV	GRANT PURPOSE	AMOUNT OF GRANT
Delaware Tribe of Western Oklahoma, Anadarko	Language and Cultural Proposal	$ 11,520
Cheyenne-Arapaho Tribal Council, Concho	A Dropout Prevention and Educational Assistance Program for Cheyenne-Arapaho Students in Seven Counties (16 Public School Systems) of Western Oklahoma	$125,000
Plains Apache Indian Tribe, Fort Cobb	A Pilot Instructed Language and Culture Program of the Plains Apache Indian Tribe	$ 34,000
Institute of the Southern Plains, Hammon	Educational Programs for Native Americans	$ 70,000
Inter-Tribal Council, Inc., Miami	Indian Education of Northeast Oklahoma	$100,000
Kickapoo Head Start, Inc., McLoud	Kickapoo Extracurricular Education Program	$ 55,000
Native American Center, Oklahoma City	Native American Indian Education Program	$ 94,100
Creek Nation of Oklahoma, Okmulgee	Indian Children Educational Program	$ 75,000
Sac and Fox Tribe of Oklahoma, Seminole	An Educational Enrichment and Exemplary Program, A Special Program to Enrich the Indian Child's Perception of the World Around Him	$ 34,000
Greasy School (LEA), Stilwell	Cherokee Bi-lingual Education Program	$150,000
Tulsa Indian Youth Council, Inc., Tulsa	Educational Cultural Center	$135,000
Seminole Nation of Oklahoma, Wewoka	Improving the Educational, Social, and Economic Opportunities for Indian Children and Youth in Seminole County, Oklahoma	$ 80,000
	TOTAL FUNDING, PART B, TITLE IV:	$963,620

TABLE LXXIX (cont.)

RECIPIENT - PART C, TITLE IV	GRANT PURPOSE	AMOUNT OF GRANT
Kiowa Indian Tribe, Lawton	Adult Education Program	$ 25,000
Cherokee Tribe of Oklahoma, Tahlequah	Training for and Establishing Local Adult Education Centers	$ 77,730
	TOTAL FUNDING PART C, TITLE IV:	$102,730
	TOTAL FUNDING, PARTS B AND C, TITLE IV:	$1,063,350

SPECIAL PROGRAMS AND PROJECTS TO IMPROVE EDUCATIONAL OPPORTUNITIES FOR INDIAN CHILDREN (PART B, TITLE IV) AND GRANTS MADE FOR SPECIAL PROGRAMS RELATING TO ADULT EDUCATION FOR INDIANS (PART C, TITLE IV), FY '75

CHAPTER VI

ACADEMIC ACHIEVEMENT

Introduction

In introducing the section on the academic achievement of the Indian student, a brief history is in order. Toward the end of the 19th century, when scientific methodology began to be applied to the study of human personality and behavior, psychologists set about to test and compare various people (including Indians) with respect to visual sensitivity, reaction time, auditory acuity, etc. With the advent of the Binet Test of Intelligance shortly before the turn of the century, scholars felt that an instrument had been devised which would enable them to study objectively the relative ability of the various races. The first person to apply intelligence testing to American Indians was E. C. Rowe, who in 1914 administered the Binet-Simon Test to Indian and white children at Mount Pleasant, Michigan. He concluded that, "the striking difference . . . cannot be explained by hygiene, social and educational differences . . It seems therefore that the only satisfactory explanation of their inferiority in terms of the test is to be found in the inferiority of native ability."

Since then thousands of Indians have been subjected to intelligence tests which invariably proved the Indian inferior. It was found, moreover, that apparently the infusion of "white" blood, however small, improved the Indians' intelligence. For instance, one study in Oklahoma

by Cox tested 2,585 pupils in 22 public schools, finding whites superior, mixed-bloods next, and full-bloods lowest. On the other hand, Jonasson in 1937, gave a variety of tests to students at Whapeton Boarding School in North Dakota and refuted the theory of the inferiority of the full-blood Indian.

As a matter of fact, confidence in the validity of intelligence tests began to wane prior to the 1930's. Jamieson and Sandiford in 1928 discovered that the verbal tests commonly employed discriminated against Indians while performance tests showed them appreciably better. Some investigators even began pointing out that on certain kinds of intelligence tests Indians actually proved themselves superior to whites. The famous Merriam Report, with its uncanny insight, stated in 1928 that "the record made by Indian children in the tests, while usually lower on the average than that of white children, has never been low enough to justify any concern as to whether they can be educated."

As early as 1928, many informed people suspected the low scores on intelligence tests, especially the verbal type, failed to prove the Indian uneducable or inherently inferior. Since 1940, no responsible scholar has maintained that Indians are intellectually inferior.

Havinghurst, writing in 1957, concisely summarized the most recent studies: "the conclusion which is drawn by most social scientists from the data on Indian cultures and Indian intelligence is that the American Indians of today have about the same innate equipment for learning as have the white children of America."

One of the most disturbing trends cited in the literature is the fact that many white people with whom Indians come into contact, including

teachers, are not aware of what psychologists or social scientists have concluded regarding Indian intelligence. Consequently, there comes into operation what sociologists call "the self-fulfilling prophecy." The theory is that if teachers and other members of the dominant group are convinced that the Indian, or for that matter, any other minority student, it innately inferior and incapable of learning, such attitudes will be conveyed in varied and subtle ways; a child will come to think of himself in that negative way and set for himself lower standards of effort, achievement, and ambition. The ultimate implication is that programs of remedial reading, cultural enrichment, and so forth, (all based upon the theory that problems stem from the poverty of the disadvantaged child's environment) may prove inadequate. Even though these phenomena also hold for other minority groups, the conclusion has been reached by some researchers that the poor academic achievement of Indian children becomes more of a problem for the non-Indian than for the Indian and calls for programs designed to increase the knowledge and understanding of the Indian on the part of the non-Indian community.

State Department of Education

Study, 1970

In 1970, the Oklahoma State Department of Education (SDE) undertook a statewide needs assessment in order to determine the needs of public school education in terms of the learner.

A total of 27 independent Oklahoma school districts were drawn for a sample. The size of the school districts ranged from under 100 pupils to more than 70,000 pupils. A stratified random sampling procedure

insured that every geographic region in the state, school size, and minority group was represented in the sample. SRA achievement tests were administered in March, 1970, to students in the 4th and 8th grades. For students in the 11th grade, the Iowa Tests for Educational Development (ITED) were administered. The five separate test scores and the composite scores were used as a measure of student achievement. Student achievement scores were first compared with the national norm to determine the relative standing of Oklahoma students. Comparisons of Oklahoma students scores were then made to examine differences in educational achievement associated with geographic region, size of community, per pupil expenditures, pupil-teacher ratios, beginning salaries for teachers with B.S. degree, and race.

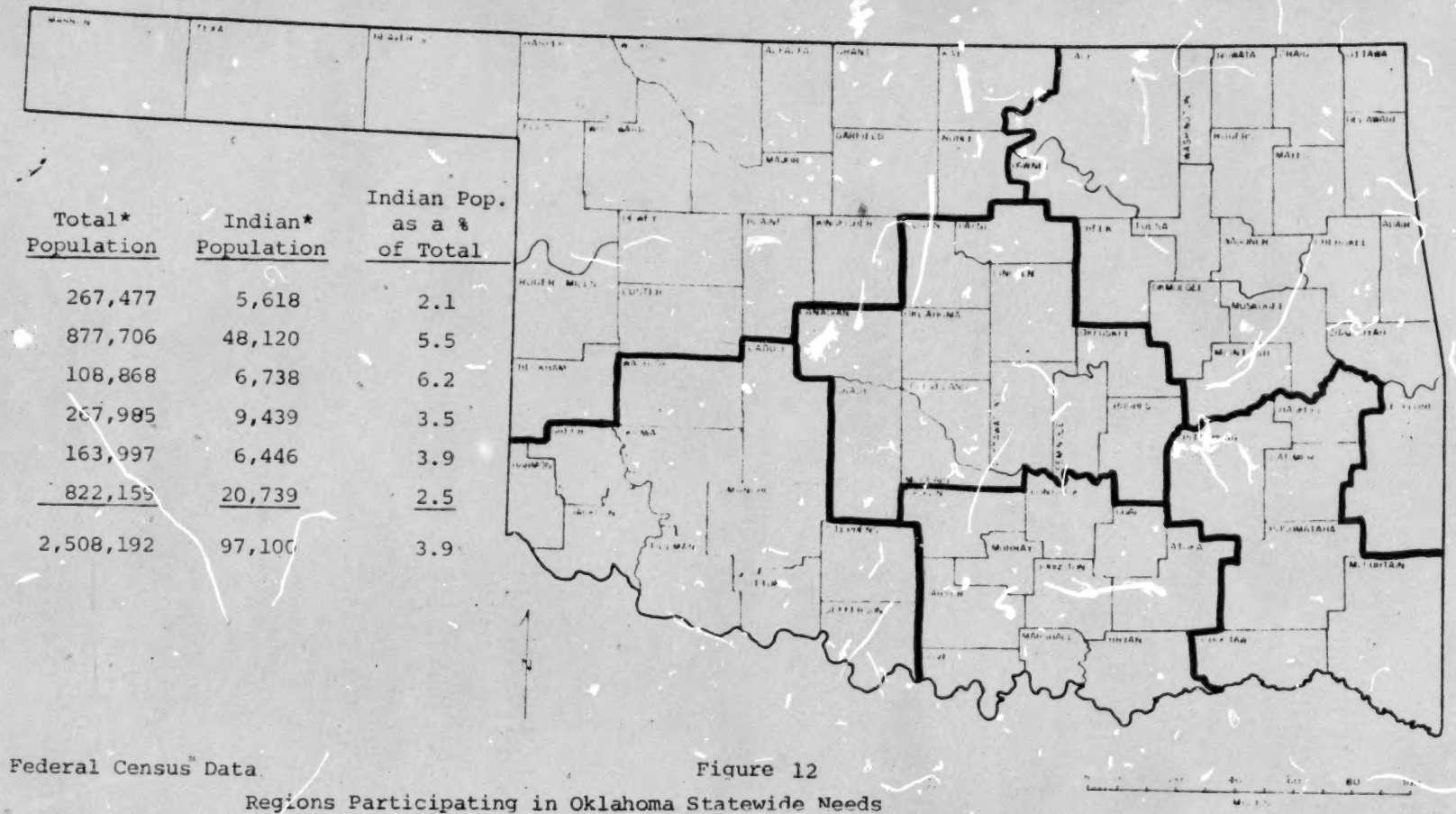
Of particular interest to the present study is the analysis in the 1970 State Department of Education study of the variation as explained by the characteristic of race. Table LXXX shows the state average raw test scores by race as found in the 1970 study (previously mentioned). Of the 4th grade portion of the students in the sample, 84 percent were white, 7 percent were American Indian, and 5 percent were black. Percentages increased slightly for whites and decreased slightly for the other two groups for grades eight and eleven. Test scores in Table LXXX show that blacks score consistently lowest while whites scored consistently highest in all grades for the reading test and for a composite of all tests. Indian students (included in the Other category in this table) ranked intermediate between whites and blacks in all grades.

Oklahoma Statewide Assessment:

Needs Assessment - Phase IV

In 1974, as part of a continuing series of statewide needs assessments to determine the status of public school education in a variety of aspects, a Phase IV assessment of learner needs was conducted under the auspices of the Oklahoma State Department of Education. Again, by a stratified random sampling technique, small, medium, and large school districts from all regions of the state were chosen to receive invitations to participate in the needs assessment survey. Regions of the state corresponded roughly to the six "counties" established by the Recreation and Tourism Bureau of the state. These regions are outlined in Figure 12. In addition, the 1970 census Indian population data relevant to those regions are also shown.

The methodology of the Phase IV study was to analyze existing test scores available for the 1973-74 3rd, 6th, and 12th grade students. Of the total of 54 schools invited to cooperate in this study, 47 provided usable data. The data collected were organized by test, size of school, academic area, geographic area, and grade level. The extent these data are representative of the entire state and somewhat reflective of the entire population resident to that given region is presented here beginning with Table LXXXI. Tables LXXXII, LXXXIII, LXXXIV include 6th, 9th, and 12th grade achievement test scores including ACT scores for the 12th grade by school size and region. Also shown on these tables are Indian populations related to each given region. It was concluded from these data that in the main, and with regard to regional differences, 3rd and 6th



Region	Total* Population	Indian* Population	Indian Pop. as a % of Total
NW	267,477	5,618	2.1
NE	877,706	48,120	5.5
SE	108,868	6,738	6.2
SW	267,985	9,439	3.5
SC	163,997	6,446	3.9
C	822,159	20,739	2.5
Total	2,508,192	97,100	3.9

*1970 Federal Census Data

Figure 12

Regions Participating in Oklahoma Statewide Needs Assessment - Phase IV

grade students in the northwest and southcentral regions scores highest. Twelfth grade students who scored highest were from the northeast and southwest.

Eastern Oklahoma JOM

Program Evaluation

As an example of the kinds of data being collected by JOM schools as base-line information in determining the target group for a particular program and determining how well Indian students were achieving as compared to the school population, the following is reported from a program review of Johnson-O'Malley programs, 1974-75, in Eastern Oklahoma. Three school districts gathered the following kinds of data and it is presented below as an indication of performance and academic endeavors by students enrolled in these school districts.

School No. 1 gathered achievement type data in the early months of 1975, which shows that grade equivalent scores for the total group were somewhat higher than for Indian students. At the 6th grade level, however, the grade equivalent scores of the Indian student was .6 of a grade equivalent level higher than for the total group.

School No. 1

Grade	Type of Test	Date Adm.	Total No. Taking Test	No. Indians Taking Test	(Score) Grade Equivlnt. (Total Grp)	(Score) Grade Equivlnt. (Indian)
4	Achievement	4/75	18	8	3.0	2.8
5	Achievement	4/75	36	16	6.7	5.9
6	Achievement	2/75	28	12	7.2	7.8

In the case of School No. 2 as depicted below, average percentile ranks rather than grade equivalents are shown for Indian students and other students at the 4th through 11th grade levels. In each case, the average percentile for students classified as "Other" range from 10 to 39 percentile points higher than for Indian students. In this particular case, the type of achievement testing administration process and analysis procedures are unknown.

School No. 2

Grade	Total Students	No. of Indians	No. of Other Students	Average Percentile (Indian)	Average Percentile (Other)
11	66	28	38	36	65
10	64	18	46	25	64
9	69	23	46	38	58
8	71	22	49	34	65
7	65	14	51	36	48
6	68	15	53	22	55
5	61	16	45	19	46
4	46	10	36	50	60

An analysis of letter grades issued in School No. 3 are depicted below. The three charts indicate enrollment by race, the number of nine-week failing grades by race, and the number of failing grades per capita, respectively. All of these data are for the period 1973-74, and include grades 1-12. In all cases, the number of failing grades per capita of Dormitory Indians is significantly higher than the "Other" classification of students.

In summary, these are three isolated school district situations, and this data is taken from an existing report of JOM programs in Eastern Oklahoma based on an evaluation in 1974-75.

School No. 3

Chart 1

Enrollment by Race in the Schools 1973-74 Grades 1 through 12

Race	Period 1	2	3	4
Black	123	121	122	120
Local Indian	155	165	161	163
Dormitory Indian	108	97	105	105
White	675	670	671	675

Chart 2

Nine-weeks Failing Grades by Race

Race	Period 1	2	3	4
Black	55	61	69	62
Local Indian	52	49	64	40
Dormitory Indian	89	65	90	93
White	177	122	174	139

Chart 3

Per Capita F's (No. of F's Divided by No. Students Enrolled)

Race	Period 1	2	3	4
Black	.447	.500	.565	.516
Local Indian	.335	.296	.297	.245
Dormitory Indian	.824	.670	.857	.885
White	.262	.182	.259	.205

Project Sample Schools

A brief effort was made in the present study to determine the academic achievement level of selected groups of Indian students. In so doing, the project staff utilized the sample schools as previously delineated in the public school section of this report. Each school district in the sample was asked to present existing data with regard to academic achievement. It was suggested that this data could be presented in whatever form was available including results, any analysis that had been done on the results, and interpretation of those results.

As such, the project staff received information on testing data indicating that students had been tested in a range from the 3.7 school year to the 11.9. The original request was to provide data surrounding the 4th, 8th, and 11th school years for a selected sample of Indian students and average scores on standardized achievement tests for the total population of students in those grades. These tests included the California Achievement Test, SRA Assessment Survey, Iowa Tests of

Educational Development, Iowa Tests of Basic Skills, Stanford Tests for Academic Skills, Metropolitan Achievement Tests, the Gates/ McGinnitie Reading Tests, and various forms of other standardized achievement tests. Most of the data was presented in percentile or grade equivalent scores, however, a few of the data were reported as Stanine scores.

The public school achievement data presented in Figures 13, 14, 15, and 16 represent a mapping of the grade equivalent scores for math and reading for two basic grade levels of students; (a) those students in or near the 4th grade that were tested during that period of schooling and (b) those students in the middle or upper middle school years that were tested and on whom data was presented. These four individual Figures represent data for the project sample schools in math and reading. The solid line in each figure represents the grade equivalent scores achieved by Indian students. The broken line represents grade equivalent scores achieved by the total group. The horizontal dimension of the chart represents the general chronological point in time in which the test was administered and the vertical dimension represents the achieved grade equivalent score.

The data shown in Figures 13 and 14 represent the math and reading analysis at the 3.7, 3.8, 3.9, and 4.8 and 4.9 grade equivalent chronological time. In each case, the total group scores tend to show a higher average grade equivalent ranking than do the selected sample of Indian students. In Figures 15 and 16 for math and reading, again the broken line represents the total group and the solid line represents the Indian group. The points of analysis on these particular charts represent the testing done in the middle or upper middle school year and tests taken at the 5.9, 6.8, 6.9, 7.5, 7.8, and 7.9 year/months of chronological

Obtained Grade Equivalencies by Group
(Indian Students and Total)
MATH

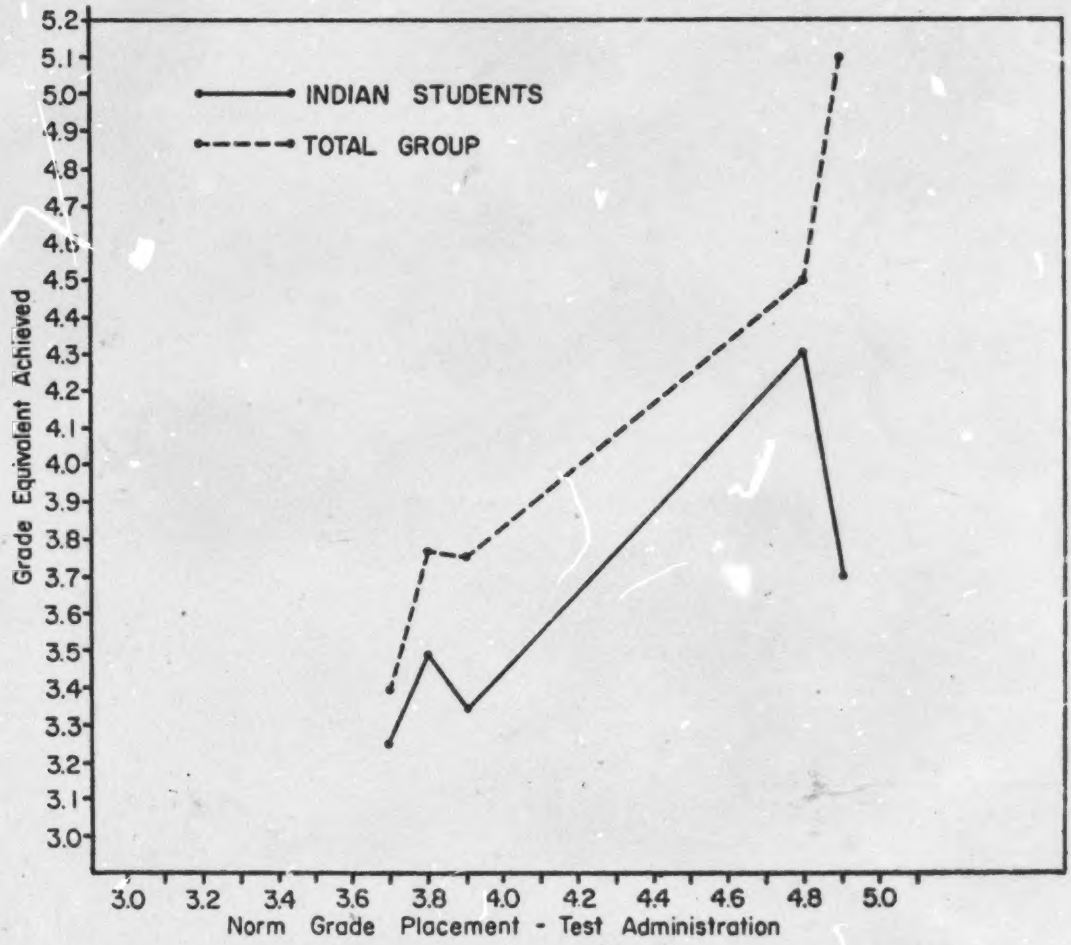


Figure 13

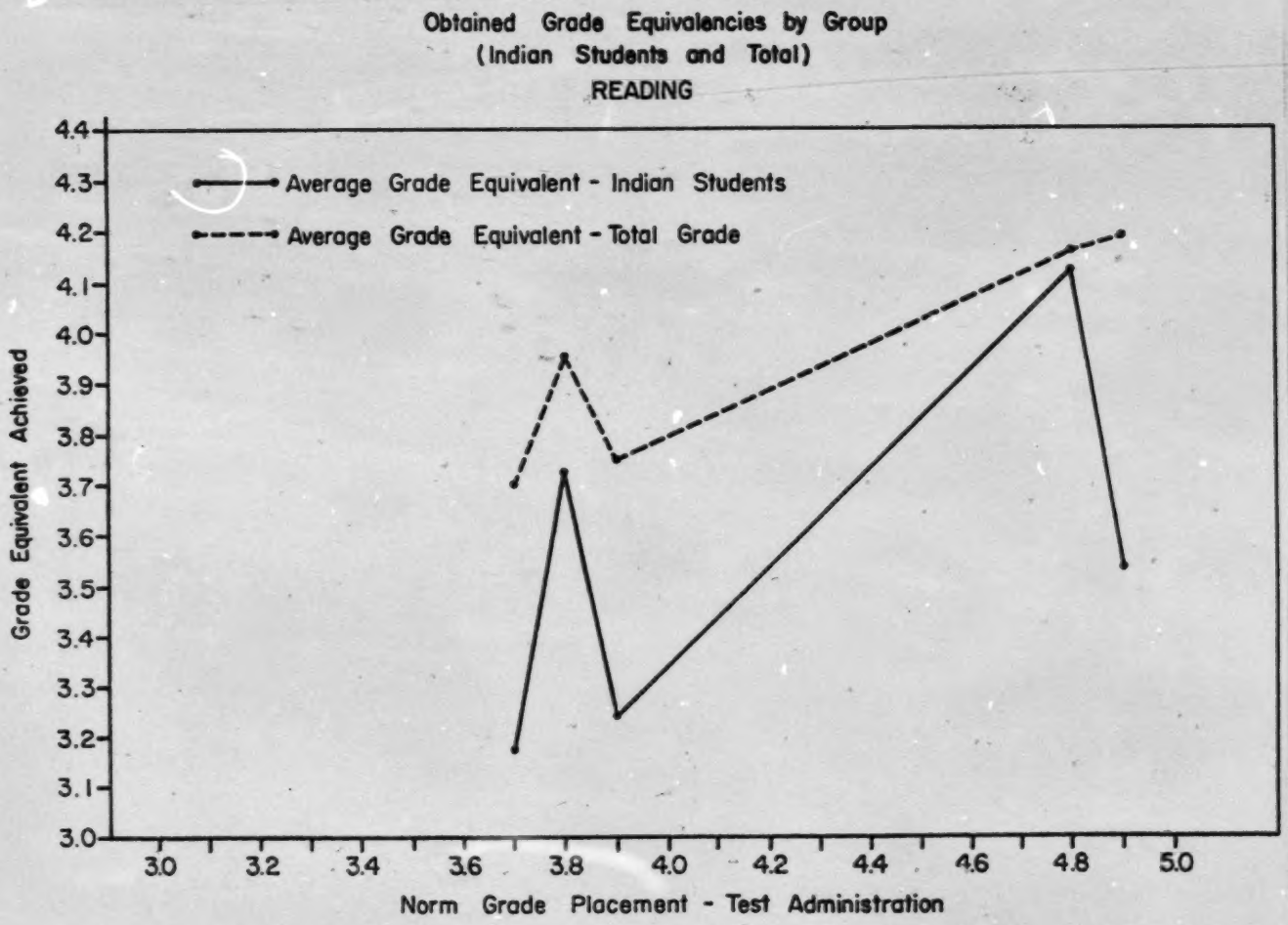

Obtained Grade Equivalencies by Group
(Indian Students and Total)
READING
Average Grade Equivalent - Indian Students
Average Grade Equivalent - Total Grade
Grade Equivalent Achieved
4.4
4.3
4.2
4.1
4.0
3.9
3.8
3.7
3.6
3.5
3.4
3.3
3.2
3.1
3.0
3.0
3.2
3.4
3.6
3.8
4.0
4.2
4.4
4.6
4.8
5.0
Norm Grade Placement - Test Administration

Figure 14

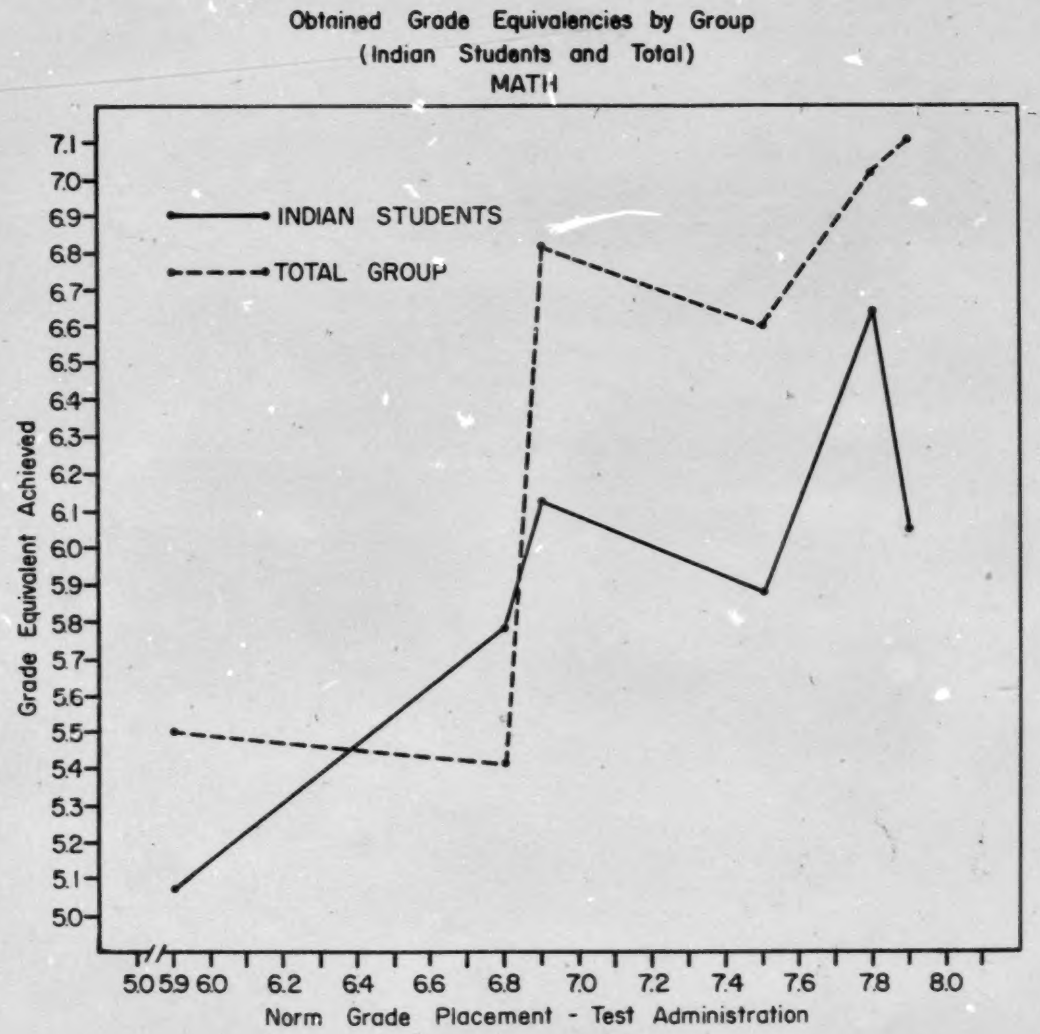

Obtained Grade Equivalencies by Group
(Indian Students and Total)
MATH
INDIAN STUDENTS
TOTAL GROUP
Grade Equivalent Achieved
7.1
7.0
6.9
6.8
6.7
6.6
6.5
6.4
6.3
6.2
6.1
6.0
5.9
5.8
5.7
5.6
5.5
5.4
5.3
5.2
5.1
5.0
5.0 5.9 6.0 6.2 6.4 6.6 6.8 7.0 7.2 7.4 7.6 7.8 8.0
Norm Grade Placement - Test Administration

Figure 15

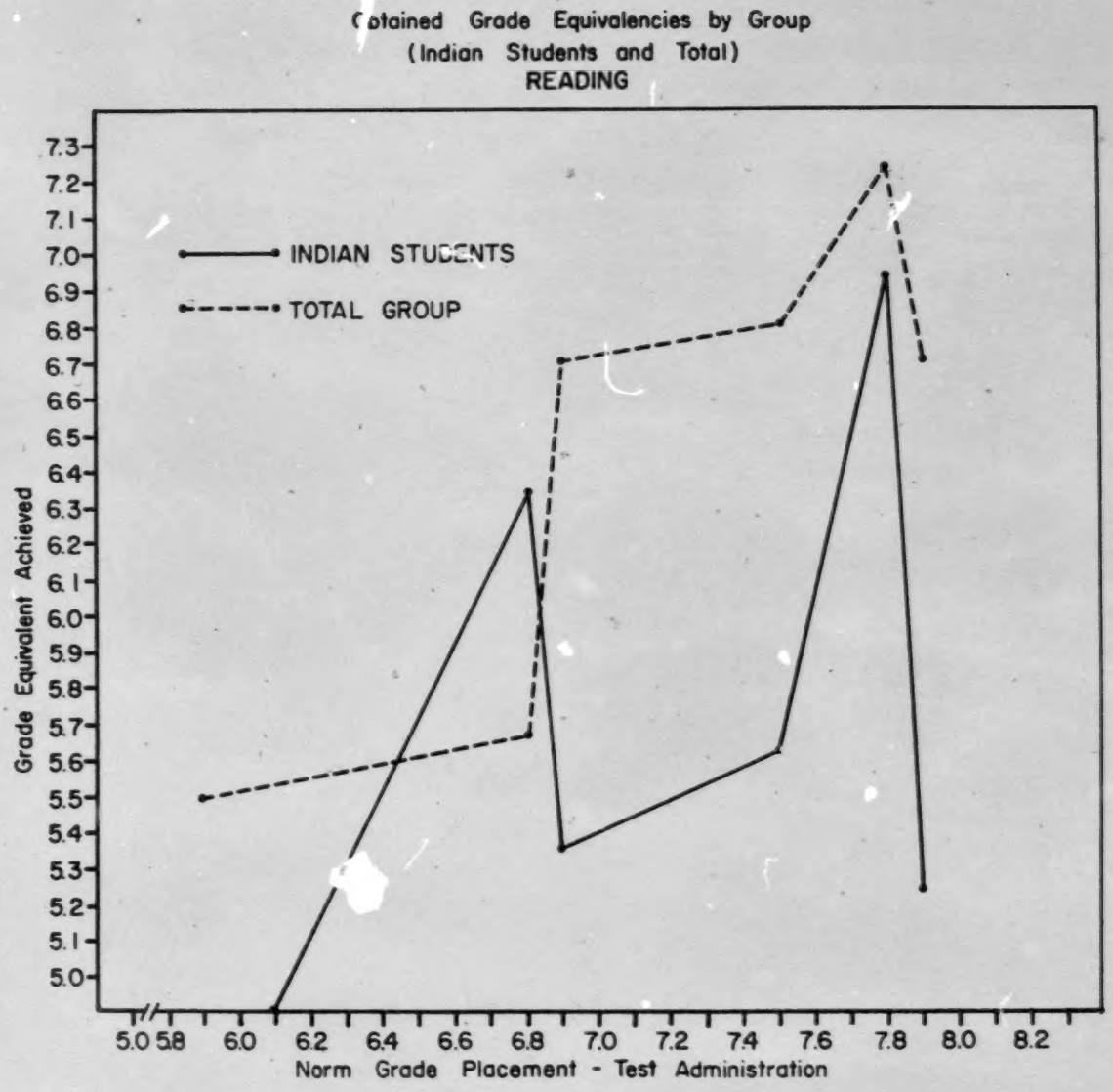

Obtained Grade Equivalencies by Group
(Indian Students and Total)
READING
INDIAN STUDENTS
TOTAL GROUP
Grade Equivalent Achieved
7.3
7.2
7.1
7.0
6.9
6.8
6.7
6.6
6.5
6.4
6.3
6.2
6.1
6.0
5.9
5.8
5.7
5.6
5.5
5.4
5.3
5.2
5.1
5.0
5.0 5.8 6.0 6.2 6.4 6.6 6.8 7.0 7.2 7.4 7.6 7.8 8.0 8.2
Norm Grade Placement - Test Administration

Figure 16

testing dates. It is interesting to note that the Indian students in this case ranked higher on both math and reading at the 6.8 testing level than did the total group. However, at all other points the total group tended to rank (in grade equivalent scores) somewhat higher than the Indian student group.

The total representativeness or validity of these data with regard to the student population of the Indian students throughout the state is unknown and a note of caution should be taken in attempting to generalize these data to all school settings where Indian students are enrolled.

Bureau Schools

Each of the Bureau of Indian Affairs School Administrators was asked to present academic achievement data in the same fashion as were the public project sample schools. Only two of the seven Bureau schools with instructional programs responded and both of these were secondary or 9-12 grade programs. In Bureau School A, Figure 17, the average grade equivalent score reported for reading was 6.48 and the average grade equivalent score for math was 6.95 for the total secondary educational program. In Bureau School B, Figure 18, the average reading score was 8.18 and the average math score was 8.20. The first reported school used the Iowa Tests for Educational Development and the Gates/ McGinnitie Reading Test. Both schools administered the tests in the latter part of the 1974-75 school year. Notice that for these two particular boarding school instructional programs, students are achieving at an average of 2 to 4 grade quivalent points below norm.

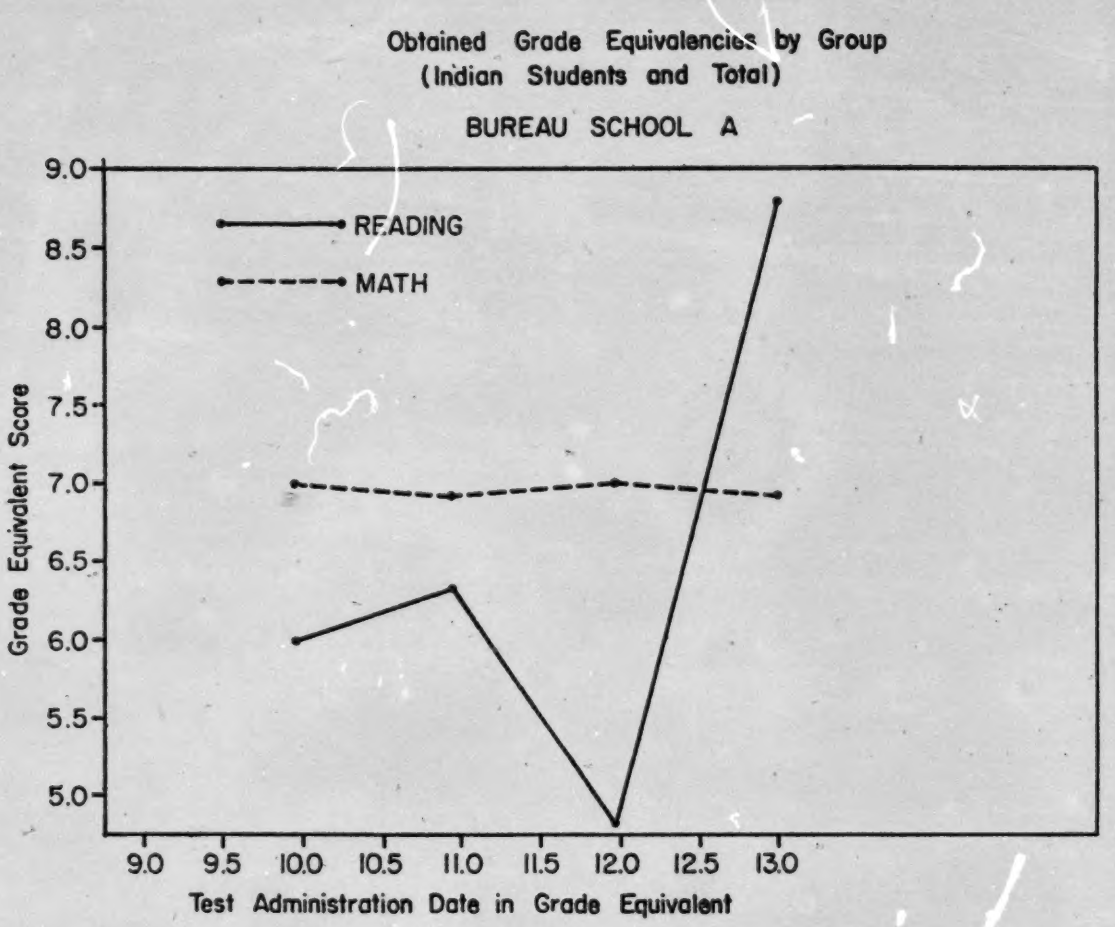

Obtained Grade Equivalencies by Group
(Indian Students and Total)
BUREAU SCHOOL A
READING
MATH
Grade Equivalent Score
9.0
8.5
8.0
7.5
7.0
6.5
6.0
5.5
5.0
9.0 9.5 10.0 10.5 11.0 11.5 12.0 12.5 13.0
Test Administration Date in Grade Equivalent

Figure 17

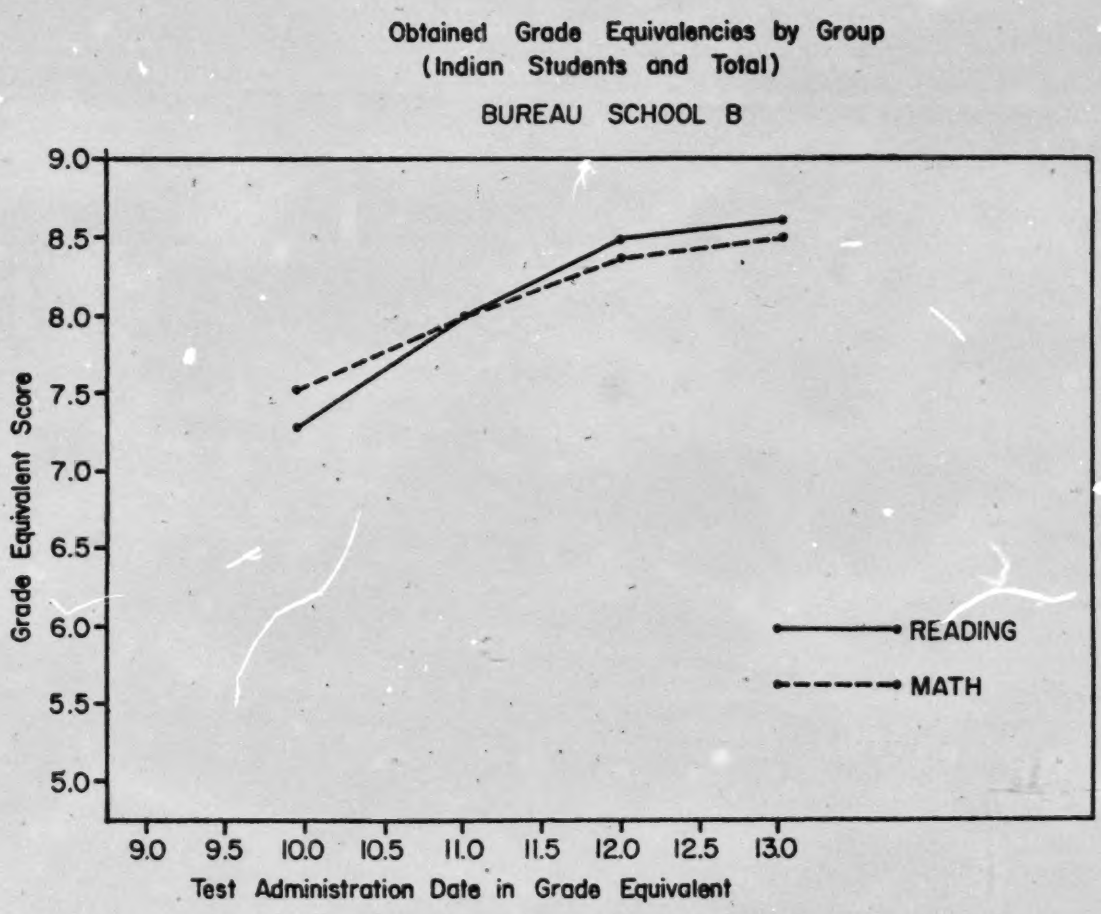

Obtained Grade Equivalencies by Group
(Indian Students and Total)
BUREAU SCHOOL B
9.0
8.5
8.0
7.5
7.0
6.5
6.0
5.5
5.0
Grade Equivalent Score
READING
MATH
9.0
9.5
10.0
10.5
11.0
11.5
12.0
12.5
13.0
Test Administration Date in Grade Equivalent

Figure 18

One additional Bureau school presented standardized academic achievement scores for 7th and 8th grade students currently enrolled (Fall, 1975). The test utilized was the SRA Assessment Survey Achievement Series and the tests were administered in October, 1975. Presented below are the unedited results of those test administrations for the subjects of reading and mathematics.

Bureau School C

Administration Date as a Grade Equivalent	Average Reading Score (Grade Equiv.)	Average Math Score (Grade Equiv.)
7.2	6.1	5.3
8.1	5.6	5.4

As can be observed, the 7th graders tend to show a higher level of achievement than do the 8th graders. Also, average math scores (grade equivalents) tend to be lower than reading scores. Overall, the scores from this isolated case (Bureau School C) tend to show academic performance at least one and up to approximately 2½ grades below the expected level in reading and mathematics.

TABLE LXXX

STATE AVERAGE RAW TEST SCORES BY RACE

Race	Grade 4			Grade 8			Grade 11		
	No. of students	Reading score	Composite score	No. of students	Reading score	Composite score	No. of students	Reading score	Composi score
White	1649	279	164	1445	366	197	1487	17	83
Black	90	244	127	80	318	154	87	12	61
Other	224	259	138	118	335	168	128	13	69

TABLE LXXXI

Third Grade Achievement Test Scores by School Size and Region

	Mdn	Number Below State Mdn	Number Above State Mdn	Total	χ^2
Reading					
Total for State	3.69	1091.5	1091.5	2183	–
By School Size					
Small	3.52	92	81	173	.69
Medium	3.64	279	253	532	1.27
Large	3.73	687	791	1478	7.31**
By Region					
NW	3.66	197	203	400	.09
NE	3.52	261	208	469	5.98*
SE	3.60	152	143	295	.27
SW	3.69	91	91	182	.00
SC	4.06	178	265	443	17.08**
C	3.61	211	183	394	1.98
Math					
Total for State	3.76	1083	1083	2166	–
By School Size					
Small	3.79	66	69	135	.07
Medium	3.68	275	236	511	2.97
Large	3.79	743	777	1520	.76
By Region					
NW	3.89	177	226	403	5.96*
NE	3.52	252	197	431	12.36**
SE	3.52	169	115	284	10.27**
SW	3.77	91	94	185	.05
SC	3.96	201	276	477	22.27**
C	3.76	193	193	386	.00
Language					
Total for State	3.72	1099	1099	2198	–
By School Size					
Small	3.65	91	85	176	.20
Medium	3.70	245	238	483	.10
Large	3.74	766	773	1539	.03
By Region					
NW	3.95	177	216	393	3.87*
NE	3.35	270	195	465	12.10**
SE	3.55	155	138	293	.99
SW	3.85	92	93	185	.01
SC	4.05	210	262	472	5.73*
C	3.65	198	192	390	.09

* $p < .05$
** $p < .01$

TABLE LXXXII

Sixth Grade Achievement Test Scores by School Size and Region

	Mdn	Number Below State Mdn	Number Above State Mdn	Total	X^2
Reading					
Total for State	6.40	1480	1430	2960	–
By School Size					
Small	6.23	123	102	225	1.96
Medium	6.28	330	297	627	1.74
Large	6.48	1026	1082	2108	1.49
By Region					
NW	6.82	249	376	625	25.81**
NE	6.30	356	327	683	1.23
SE	6.18	167	136	303	3.17*
SW	6.22	223	195	418	1.88
SC	6.47	263	274	537	.23
C	6.13	221	173	394	5.85*
Math					
Total for State	6.46	1476	1476	2952	–
By School Size					
Small	6.78	117	119	236	.02
Medium	6.43	322	306	628	.41
Large	6.48	1037	1051	2088	.09
By Region					
NW	6.90	246	379	625	28.30**
NE	6.35	374	318	692	4.53*
SE	6.33	158	145	303	.56
SW	6.35	236	182	418	6.97**
SC	6.67	241	287	528	4.01*
C	5.94	221	165	386	8.12**
Language					
Total for State	6.54	1462	1462	2924	–
By School Size					
Small	6.39	118	107	225	.54
Medium	6.47	327	301	628	1.08
Large	6.60	1018	1053	2071	.59
By Region					
NW	6.93	233	357	590	26.06**
NE	6.42	362	325	687	1.99
SE	6.52	152	148	300	.05
SW	6.80	192	223	415	2.32
SC	6.36	283	254	537	1.56
C	5.97	240	155	395	18.29**

* $p < .05$
** $p < .01$

TABLE LXXXIII

Ninth Grade Achievement Test Scores by School Size

	Mdn	Number Below State Mdn	Number Above State Mdn	Total	χ^2
Reading					
Total for State	8.77	1217	1217	2434	
By School Size					
Small	7.45	132	50	182	36.94**
Medium	8.85	223	235	458	.31
Large	8.86	862	934	1796	2.89
Math					
Total for State	8.84	1225	1225	2450	
By School Size					
Small	7.79	119	58	177	21.02
Medium	8.87	229	235	464	.08
Large	8.31	877	932	1809	1.67
Language					
Total for State	9.19	1219.5	1219.5	2439	
By School Size					
Small	7.55	123	55	178	25.97**
Medium	9.18	220	220	440	.00
Large	9.38	876	945	1821	2.61
Social Studies					
Total for State	8.41	827.5	827.5	1655	
By School Size					
Small	6.57	111	33	144	42.25**
Medium	8.43	158	161	319	.03
Large	8.59	558	634	1192	4.85*
Science					
Total for State	8.64	810	810	1620	
By School Size					
Small	7.42	99	41	140	24.03**
Medium	9.18	144	191	335	6.59
Large	8.68	567	578	1145	.11

* $p < .05$
** $p < .01$

TABLE LXXXIV

Twelfth Grade ACT Scores by School Size and Region

	N	$\bar{X}$	SD	Conf.[1] Int.	t Okla[2]	t Nat'l[2]
English						
Total for State	1316	18.00	5.22	.28	1.39	1.39
By School Size						
Small	82	15.29	5.81	1.26	3.91**	3.91**
Medium	200	17.08	4.76	.66	2.14*	2.14*
Large	1034	18.39	5.18	.32	3.66**	3.66**
By Region						
NW	182	18.16	4.93	.72	.99	.99
NE	477	18.79	5.35	.48	.04	.04
SE	91	15.85	5.17	1.06	3.60**	3.60**
SW	148	18.18	5.43	.87	.85	.85
SC	251	17.66	4.90	.61	.45	.45
C	167	17.09	5.03	.76	1.82	1.82
Math						
Total for State	1318	17.53	7.16	.39	2.38	6.95
By School Size						
Small	82	15.18	7.25	1.57	3.52**	4.65**
Medium	200	16.30	6.81	.94	3.53**	5.40**
Large	1036	17.96	7.17	.44	.18	4.22**
By Region						
NW	182	17.13	6.62	.96	1.77	3.61**
NE	478	18.69	7.42	.67	2.03*	.62
SE	91	13.29	6.33	1.30	7.10**	8.45**
SW	148	18.97	7.07	1.14	1.67	.12
SC	251	16.89	6.66	.82	2.64**	4.78**
C	168	16.72	7.16	1.08	2.32*	3.95**
Social Studies						
Total for State	1321	17.35	7.45	.40	3.17	6.59
By School Size						
Small	82	14.04	7.50	1.62	4.78**	5.63**
Medium	200	15.15	7.16	.99	5.63**	7.01**
Large	1039	18.04	7.36	.45	.45	2.89**
By Region						
NW	182	16.19	7.20	1.05	3.39**	4.70**
NE	477	18.47	7.74	.69	1.33	.65
SE	91	14.68	7.06	1.45	4.49**	5.43**
SW	148	17.01	7.14	1.15	1.69	2.88**
SC	251	17.45	7.31	.90	1.19	2.71**
C	172	17.08	7.12	1.06	1.69	2.98**

TABLE LXXXIV (continued)

Twelfth Grade ACT Scores by School Size and Region (Continued)

	N	$\bar{X}$	SD	Conf.[1] Int.	t Okla[2]	t Nat'l[2]
Science						
Total for State	1315	20.13	6.24	.34	.99	.99
By School Size						
Small	82	17.98	5.58	1.21	3.76**	3.76**
Medium	200	18.54	6.04	.84	4.12**	4.12**
Large	1033	20.64	6.15	.38	1.78	1.78
By Region						
NW	182	20.07	6.47	.79	.57	.57
NE	476	20.65	6.32	.57	1.21	1.21
SE	91	17.74	5.91	1.21	4.13**	4.13**
SW	148	20.61	6.12	.99	.62	.62
SC	251	20.42	6.72	.83	.23	.28
C	167	19.21	6.03	.91	2.34*	2.34*
Composite						
Total for State	1456	18.67	5.61	.29	.20	2.92
By School Size						
Small	82	14.51	8.25	1.79	4.60**	5.04**
Medium	190	17.08	5.06	.72	4.41**	5.50**
Large	1183	19.14	5.57	.32	2.72**	.25
By Region						
NW	182	18.00	4.85	.70	1.95	3.06**
NE	476	19.24	5.80	.52	2.03*	.53
SE	91	15.57	5.13	1.05	5.82**	6.56**
SW	299	19.85	5.69	.65	3.50**	2.28*
SC	251	18.26	5.49	.68	1.27	2.42*
C	157	17.92	5.24	.82	1.87	2.82**

* $p < .05$
** $p < .01$

1. A 95% confidence interval was computed for each score so that a score band rather than a score point could be reported (See Figures 3, 10 and 11).

2. The t test represents a comparison of a subset of scores with the average reported for Oklahoma and for a national group of college bound seniors. The population norms were taken from data reported by American College Testing Program.

CHAPTER VII

SOCIAL-EMOTIONAL DEVELOPMENT OF OKLAHOMA INDIAN CHILDREN

Introduction

In reviewing the literature concerned with the social and emotional or affective development of children, it soon became apparent that very little of it concentrated on the affective development of Oklahoma Indian children. In a review of the literature on the self concept of Indian students, Berry (1969), cited many studies which pointed out the low self-concept of the American Indian student. However, these results may not apply to Oklahoma Indian students. In many of the studies reported by Berry, the Indian lived on reservations and attended BIA boarding schools, whereas in Oklahoma the majority of Indian students attend public schools and do not live on reservations. Therefore, the present study made an attempt to gather specific information about the emotional development of Oklahoma Indian students attending a total of 26 schools (22 public and 4 BIA) in Oklahoma during the 1974-75 academic year.

It should be pointed out that there are many aspects of emotional development, as well as many different ways to measure them. For the present study, two instruments purporting to measure only two aspects of emotional development were employed. The results of these tests, should be used only as rough indicators of a student's progress in the development of self-esteem and locus of control.

Method

Subjects

Subjects for the present study were selected from those students who were enrolled in a total of 26 Oklahoma schools (22 public and 4 BIA). These schools were selected within criteria previously mentioned in the public school section of this report. Within each school, samples of Indian (one-fourth or more degree Indian blood) and non-Indian subjects were selected randomly from the 4th, 8th, and 12th grade levels. A total of 824 subjects were administered two affective instruments. All 824 completed the short form of the Coopersmith Self-Esteem Inventory (Coopersmith, 1967), while 822 completed the Nowicki-Strickland Locus of Control Scale (Nowicki-Strickland, 1973). The sample breakdown by grade and race is 4th grade, 145 Indians and 119 non-Indians; 8th grade, 159 Indians and 141 non-Indians, and 12 grade, 152 Indians and 108 non-Indians.

Instruments

The Coopersmith Self-Esteem Inventory is a paper and pencil test that allows the respondent to give a subjective evaluation of himself. The short version of the inventory was used in the present study and contains seven high esteem items ("I'm a lot of fun to be with"), and eighteen low esteem items ("I often wish I were someone else"). An individual's score is computed by summing the number of high esteem items marked in the positive "Like Me" direction and the number of low esteem items marked in the negative "Unlike Me" direction. The higher the score, the higher an individual's subjective evaluation of himself. Coopersmith (1967) and Koknes (1974) offer evidence as to the reliability

and validity of the instrument.

The Nowicki-Strickland Locus of Control Scale is a paper and pencil test that purports to measure how much control one perceives himself as having over his environment. Those individuals who feel that their behavior is controlled by luck, chance, fate, or by powerful others have been identified as having a belief in external control. Those individuals who feel that their behavior is more or less controlled by their own actions have been identified as having a belief in internal control (Rotter, 1966).

The test contains forty items which can be answered yes or no, such as "Are some kids just born lucky?" and "Most of the time do you feel that getting good grades means a great deal to you?" Items are worded so that a yes response on some items represents an external response while on other items a no response indicates external control. An individual's score is the total number of items marked in the external direction. A high score indicates a belief in external control.

Procedure

Both instruments were hand carried to a designated school official at each of the sample schools. After an explanation of both tests, each school selected samples of Indians and non-Indians at the three specified grade levels. The tests were administered in group settings. In addition, instructions were printed on each instrument and space was provided to indicate the race, sex, and grade level of each respondent. This coding system insured each youngster's anonymity as far as the investigators were concerned. After administration, the instruments were collected by the school official and mailed in as a group. The instruments were then hand scored by a research assistant.

Results

The first comparison made was between the Indian and non-Indian subjects in terms of self-esteem. Tests for mean differences (t-tests), were computed utilizing the self-esteem scores at the 4th, 8th, and 12th grades. Table LXXXV shows the mean scores obtained on the Coopersmith Self-Esteem Inventory by both groups, the number of respondents, degrees of freedom, t-values, and the level of significance for each t-test. Indian subjects scored significantly lower than non-Indian subjects on the Coopersmith Self-Esteem Inventory at each grade level. Therefore, according to this particular instrument, the Indian student's subjective evaluation of himself was lower than the non-Indian's subjective evaluation of himself.

A further breakdown (Indian subjects in public schools vs. Indian subjects in BIA boarding schools) of the Indian subjects' self-esteem scores was anticipated for all three grade levels. However, not enough responses were received from the boarding schools at the 4th and 8th grade levels. For the 12th grade, enough responses were received. The mean self-esteem score for those Indian subjects attending public schools ($n = 111$) was 15.86 while the mean score for those Indian subjects attending BIA schools ($n = 41$) was 14.66. This difference was found to be significant ($t = 17.91$, $p < .01$). The 12th grade Indian subjects who were attending BIA schools tended to give a lower subjective evaluation of themselves than did those Indian subjects who were attending public schools. Again, this interpretation was based on the scores from the Coopersmith Self-Esteem Inventory.

In terms of the scores obtained from the Nowicki-Strickland Locus of Control Scale (NSLCS), the first comparison made was between Indian and non-Indian subjects. The literature indicated that students' responses on locus of control scales tend to become more internal with age (Crandall, Katkovsky and Crandall, 1965; Nowicki-Strickland, 1973). This means that as students increase in age they should show a concomitant increase in the amount or degree of control they feel that they have over their behavior and actions. Table LXXXVI shows the mean scores obtained on the Nowicki-Strickland Locus of Control Scale by the Indian and non-Indian subjects at the 4th, 8th, and 12th grade levels.

From Table LXXXVI, it can be concluded that both the Indian and non-Indian subjects' scores on the Nowicki-Strickland Locus of Control Scale became more internal with age. In both groups, the amount of control students felt they had over their environment increased with age. Indian subjects evidenced a significantly higher external score than did the non-Indian subjects at both the 4th grade level ($t = 42.32$, $p < .001$) and the 12th grade level ($t = 45.94$, $p < .001$). Thus, at each grade level, one could conclude that Indian subjects viewed themselves as having less control over their environment than did the non-Indian subjects.

Tables LXXXVII and LXXXVIII give a further breakdown of Table LXXXVI by sex. The scores presented in Tables LXXXVII and LXXXVIII tend to indicate that, at all three levels, both male and female Indian subjects viewed themselves as having less control over their environment than did the non-Indian subjects.

Summary and Conclusions

As pointed out earlier, extreme caution must be used in interpreting the results of the two tests used in the present study. The test results are viewed as rough indicators of a student's development in two aspects of emotional development.

Conclusion 1. From the results of the Coopersmith Self-Esteem Inventory, it was concluded that the Indian students were lower than non-Indian students in terms of self-esteem. This relationship was found at the 4th, 8th, and 12th grade levels.

Conclusion 2. From the results of the Coopersmith Self-Esteem Inventory, it was concluded that the Indian students attending BIA boarding schools were lower than Indian students attending public schools in terms of self-esteem. This relationship was found at the 12th grade level only.

Conclusion 3. From the results of the Nowicki-Strickland Locus of Control Scale, it was concluded that Indian students viewed themselves as having less control over their environment than did non-Indian students. This relationship was found for both males and females at the 4th, 8th, and 12th grade levels.

TABLE LXXXV

COMPARISON OF INDIAN AND NON-INDIAN MEAN SCORES
ON THE COOPERSMITH SELF-ESTEEM INVENTORY
FOR GRADES FOUR, EIGHT, AND TWELVE

Grade Level	Categories				df	t	p
	Indian		Non-Indian				
	Mean	n	Mean	n			
4	14.21	145	14.34	119	262	4.98	.001
8	13.78	159	15.17	141	298	46.13	.001
12	15.53	152	17.50	108	258	54.43	.001

TABLE LXXXVI

MEAN SCORES OBTAINED ON
THE NOWICKI-STRICKLAND LOCUS OF CONTROL SCALE
FOR INDIAN AND NON-INDIAN SUBJECTS

Grade	Categories			
	Indian	n	Non-Indian	n
4	19.39	145	18.11	118
8	16.56	159	14.18	141
12	12.68	151	10.79	108

TABLE LXXXVII

MEAN SCORES OBTAINED ON
THE NOWICKI-STRICKLAND LOCUS OF CONTROL SCALE
FOR MALE SUBJECTS

	Categories			
Grade	Male Indian	n	Male Non-Indian	n
4	19.35	78	18.11	55
8	17.16	67	13.90	62
12	12.89	75	10.56	50

TABLE LXXXVIII

MEAN SCORES OBTAINED ON
THE NOWICKI-STRICKLAND LOCUS OF CONTROL SCALE
FOR FEMALE SUBJECTS

Grade	Categories: Female Indian	n	Female Non-Indian	n
4	19.45	67	18.11	63
8	16.12	92	14.41	79
12	12.46	76	10.98	58

CHAPTER VIII

ECONOMIC CONDITIONS

The economic condition of Indians in Oklahoma, when compared with the non-Indian population, is one of higher unemployment, lower per capita income, greater participation in public assistance programs, and lower quality housing. This report will focus on these four indicators: employment, income, public assistance, and housing.

Employment

According to the 1970 Census, the total Indian population in Oklahoma was 98,468 or 3.8 percent of the total population of the state. Approximately 62 percent of the Oklahoma Indian population is 16 years of age or older, and of this age group, 46 percent are in the civilian labor force. The unemployment rate for Indians reported in the 1970 Census was 8.6 percent (Table LXXIV), more than twice the 4.2 percent rate of unemployment reported for all races in Oklahoma. Employment statistics collected by the Bureau of Indian Affairs indicate an even greater rate of unemployment for Oklahoma Indians. From 1971 through 1973, the rate remained at 25 percent (Table XC).

Indians comprised approximately 4 percent of the private labor force in 1971, and approximately 6 percent of the Civil Service Commission. They also comprised 4.9 percent of the Oklahoma State Government's work force. Oklahoma Indians appear adequately represented in the labor force when compared with their portion of the state population (Table XCI).

But these figures are misleading, for the 1970 Census indicates that 47.8 percent of the working Indian population worked 50 to 52 weeks, 24.8 percent worked 27 to 49 weeks, and 27.4 percent worked 26 weeks or less. The total number of Indians employed at any one time in 1969 was 33,613. These figures indicate a high degree of underemployment.

The study on Indian civil rights issues provides additional cause for concern. According to the study, Indians employed in both government and private industry fill lower paying, lower-level positions as a group than their non-Indian counterparts.

Income

The 1970 Census reports the mean income for Oklahoma Indian males 16 years and older as $4,162 and the median income as $3,254. For females, the reported mean income was $2,353 and the median income was $1,633. The per capita income for Oklahoma Indians in 1969 was $1,614, which is only 59 percent of the per capita income reported for the total population of the state ($2,723). For the three Oklahoma urban areas reported in the 1970 Census as standard metropolitan statistical areas, the Indian per capita income ranged from $1,347 (Lawton) to $2,160 (Oklahoma City) to $2,329 (Tulsa).

A number of Oklahoma Indians derive income from renting their land for agricultural or other purposes. In an effort to determine if Indian land rented at market prices, Area Specialized Agents - Farm Management of the Oklahoma State University Extension Service were contacted. These agents provided current market rates per acre for different quality land in their respective areas. They also indicated Indian land rental rates. All counties of the state were represented except the counties in State

Planning District Three (KEDDO). The agents noted that Indian land was renting at market rates for approximately the last two years because land rental contracts were renewed, although Indian land rented below market rate in the past. Offices of the Bureau of Indian Affairs in Muskogee, Anadarko, and Pawnee were also contacted. They too indicated that as contracts came due for renewal, Indian lands were now renting at market rates. Table XCII provides a comparison of rates per acre. No total dollar amounts are estimated since there are many possibilities for variance.

Public Assistance Programs

The participation of Indians in the various public assistance programs reported in January, 1973, totaled 15,183. Of these, 14,944 were in cases receiving grants. This latter group comprised 7.8 percent of all welfare recipients in January and were 15.2 percent of all 98,468 Indians. Public assistance given to them totaled $755,757 for the month, plus whatever amount the agency paid for their medical expenses.

Other DISRS disbursements on behalf of Indians include vocational rehabilitation, crippled children assistance, foster home and institutional care, and Medicaid services to the medically needy. With these considerations, perhaps some 16,000 to 17,000 Indians could be counted by DISRS at a given point in time.

Elsewhere in this report, it is estimated for FY '72 that "probably some 21,000 or 22,000 Indians relied on public welfare at one time or another during the fiscal year." Table XCIII lists the number of Indians in Oklahoma receiving public assistance in January, 1973. Table XCIV

lists the benefits paid under the four public assistance programs in 1970.

There appears to be a relationship between level of school attained and participation in the public assistance programs. Of the 6,899 Indian adults receiving public assistance or services for whom the level of schooling was reported in 1973, 54 percent had completed less than the 8th grade. The median number of years of school was six. The 1970 Census lists the median number of school years completed for the adult Indian population of Oklahoma as 10.3.

Indian Housing

Indian housing provides a large stream of economic benefits but not when compared with total state population. Statewide, 58.7 percent of Indian households reside in their own homes. The median value of their homes is $8,100 according to the 1970 Census. The median value for homes owned by Indians living in urban areas was $9,900 while the median value for rural homes owned by Indians was $5,000. The home-owner-occupied rate for urban Indians was 52.6 percent while that of rural Indians was 65.4 percent. The median contract rent paid per month was $52; $58 for urban residents and $38 for rural residents. Over 46 percent of the Indian households lived in structures built in 1939 or earlier.

The quality of Indian owned housing is apparently low (the average value of an owned home for all races in Oklahoma is $11,200). The value of the benefits received are also correspondingly low. The owner-occupied Indian home provides a stream of economic benefits worth $81 per month, while the owner-occupied "all races" home provides $112 per month. This is estimated using a one percent of market value figure

commonly used by real estate businessmen.

In other words, on the average, the economic service provided by Indian owner-occupied homes is 72.3 percent of the benefits provided by owner-occupied housing for all races in Oklahoma.

The number of Indian households in each planning region was estimated by dividing the total Indian population of the region by the average number of persons per Indian household. Table XCV shows the results. For each Indian household, the dollar value of the housing services they would receive if their homes had the same average value as the average for the entire state (over and above the dollar value they receive) is $31 per month or $372 per year. This represents approximately 38 percent of the total value of housing services received during one year. Another way to look at it is that on the average, Indian home owners receive 72 percent of the housing services provided by home ownership for all state homeowners.

TABLE LXXXIX

OKLAHOMA

EMPLOYMENT STATUS	TOTAL 16 YEARS AND OVER
Male	29,212
Labor Force	17,578
Percent of total	60.2%
Civilian labor force	17,316
Employed	15,890
Unemployed	1,426
Percent of civilian labor force	8.2%
Not in labor force	11,634
Female	31,821
Labor force	10,730
Percent of total	33.7%
Civilian Labor force	10,711
Employed	9,714
Unemployed	997
Percent of civilian labor force	9.3%
Not in labor force	21,091

CLASS OF WORKER	
Total employed	25,604
Private wage and salary workers	17,954
Government workers	5,914
Local government workers	1,836
Self-employed workers	1,634
Unpaid family workers	102

INCOME OF PERSONS IN 1969		
Median income	$3,254	Male
Mean income	$4,162	
Median income	$1,633	Female
Mean income	$2,353	

Source: U. S. Census of Population, 1970, American Indians PC(2) - 1F, Tables 3 & 11

TABLE XC

EMPLOYMENT CHARACTERISTICS

American Indian Tribes in Oklahoma

March 1973

lanning egion	Agency	County	Population	Labor Force	Labor Force Part. Rate	Rate of Un-Employment	Tribes
5	Wewoka	Seminole	3,629	2,044	56.3%	15.0%	Seminole
	Concho		6,674	3,249	48.7%	68.6%	Cheyenne-Arapaho
5	Shawnee	Pottawatomie	5,500	944	17.2%	18.0%	Absentee-Shawnee, Sac & Fox, Iowa Kickapoo, Pottawatomie
4	Ardmore	Murry	6,050	2,224	36.8%	10.0%	Chickasaw
2	Tahlequah	Cherokee	21,414	6,662	31.1%	23.0%	Cherokee Eastern Delaware
3	Talihina	LeFLore	11,066	4,451	40.2%	14.0%	Choctaw
9	Anadarko	Caddo	9,106	1,626	17.8%	26.5%	Caddo, Wichita, Delaware, Kiowa Apache, Comanch Kiowa, Ft. Sill Apache
6	Osage	Osage	3,350	1,136	33.9%	27.0%	Osage
5	Pawnee	Pawnee	3,495	1,610	46.1%	74.0%	Pawnee, Ponca, Otoe-Missouria, Kaw, Tonkawa
1	Miami	Ottawa	1,970	495	25.1%	10.0%	Miami, Modoc, Ottawa, Peoria Seneca-Cayuga Wyandotte
2	Okmulgee	Okmulgee	15,177	6,420	42.3%	12.0%	Creek

source: A Summary of Statistics for the Indian in Oklahoma: Oklahoma Indian Affairs Commission

TABLE XCI

COMPARATIVE PRIVATE EMPLOYMENT DATA - STATEWIDE

Private Industry	White	% of White Private Industry Employment	Indians	% of Indian Private Industry Employment	Other Minorities	% of Other Minorities Private Industry Employment
(White Collar)						
Professional & Technical & Kindred						
Officials & Managers	21,489	9.9	711	7.1	353	1.8
Professionals	20,661	9.5	455	4.6	673	3.5
Technicians	11,707	5.4	489	6.7	746	3.9
Sales & Clerical						
Sales Workers	19,070	8.7	390	3.9	659	3.4
Office & Clerical	40,713	18.7	1,501	15.0	2,191	11.1
(Blue Collar)						
Skilled & Semi Skilled						
Craftsmen	33,304	15.3	1,585	15.9	1,736	9.0
Operatives	42,786	19.6	2,921	29.3	4,825	25.1
Unskilled						
Labor	14,743	6.8	1,229	12.3	3,517	18.3
Service	13,635	6.3	700	7.0	4,555	23.7
State Total	218,108		9,981		19,255	

Source: Indian Civil Rights Issues in Oklahoma: A Report of the State Advisory Committee to the U.S. commission Civil Rights. January, 1974. Table 18, pg. 11

TABLE XCII

ESTIMATED LAND RENTAL RATES
FOR STATE PLANNING REGIONS

PLANNING REGION	MARKET RATE PER REGION PER/ACRE PER/YEAR			AVERAGE RENT RECEIVED PER ACRE FOR INDIAN LAND
	Pasture		Cash Crop	
	Native	Bermuda		
I (NECO)	$5-8	$10-12	$20	$1.50
II (EODD)	$5-7	$ 6-8	$17-$25	$3.75
III (KEDDO)	Not Available			$2.27
IV (SODA)	$3-5	$ 5-8	$25-$30	$7.79
V (COEDD)	$3-5	$5-8	$25-30	$7.50
VI (INCOG)	$5-8	$10-12	$20	None/available
VII(NODA)	$4-8	$10	$25-$60	$8.56
VIII (ACOG)	$4-5	$6-8	$15-$20	None/available
IX (ASCOG)	$4-10	$6-7	$8-$20	$6.36
X (SWODA)	$4-10	$6-7	$8-$20	$5.00
XI (OEDA)	$4-8	$10	$25-60	None owned

SOURCE: Indian data - Bureau of Indian Affairs

SOURCE: Market rate data - Oklahoma State University Extension; Area Specialized Agents - Farm Management. The information was obtained by telephone conversation with the following agents: Dave Fawcett, Roy Sharkey, Ladd Hudgins, Bob Hemphill, Elmer Provence, A. L. Hutson, and Gene Williams.

TABLE XCIII

OKLAHOMA INDIANS RECEIVING PUBLIC ASSISTANCE
JANUARY 13, 1973

Planning District	Total Population	Indian Population	% Indian Population	Indians Receiving Assistance	% Indians Receiving Assistance	Number of Indians By Program of Aid OAA	AB	AD	AFD
1. NECO	166,066	12,289	.074	1,954	.159	517	14	307	1,11
2. EODD	191,220	18,123	.095	3,922	.316	952	30	513	2,42
3. KEDDO	141,005	8,144	.058	1,541	.189	403	13	256	86
4. SODA	163,997	6,446	.039	1,131	.175	287	7	187	65
5. COEDD	173,663	9,160	.053	1,903	.208	304	13	292	1,29
6. INCOG	476,945	15,519	.003	834	.054	127	2	92	61
7. NODA	160,720	3,928	.024	574	.146	62	1	68	44
8. ACOG	660,534	13,149	.020	1,453	.111	104	12	135	1,20
9. ASCOG	243,346	9,102	.037	1,330	.146	119	7	166	1,03
10. SWODA	111,561	2,149	.019	423	.197	39	0	34	35
11. OEDA	70,172	459	.007	118	.257	7	0	8	10

Source: U. S. Census of Population: 1970, Oklahoma PC (1)-B38, Table 34. American Indians Receiving Public Assistance.

TABLE XCIV

AID TO THE DISABLED

PLANNING DISTRICT	Total Receiving Assistance	Indians Receiving Assistance	Total Benefits Paid	Benefits Paid Non-Indians	%	Benefits Paid Indians	%
I	1,931	217	$120,903	$107,316	88.8	$ 13,587	11.2
II	3,438	394	277,794	245,958	88.5	31,836	11.5
III	3,022	181	234,804	220,716	94.0	14,088	6.0
IV	2,688	119	210,277	200,968	95.6	9,309	4.4
V	2,252	209	174,948	158,712	90.7	16,236	9.3
VI	2,778	74	218,991	213,158	97.3	5,033	2.7
VII	878	51	60,918	57,379	94.2	3,539	5.8
VIII	3,906	92	312,627	305,264	97.6	7,363	2.4
IX	2,102	102	161,293	153,466	95.1	7,827	4.9
X	942	19	72,891	71,421	98.0	1,470	2.0
XI	293	3	45,515	45,049	99.0	466	1.0
	24,230	1,461	$1,890,961	$1,779,407		$ 110,754	

AID TO THE BLIND

PLANNING DISTRICT	Total Receiving Assistance	Indians Receiving Assistance	Total Benefits Paid	Benefits Paid Non-Indians	%	Benefits Paid Indians	%
I	96	13	8,272	7,152	86.5	1,120	13.5
II	281	27	23,624	21,354	90.4	2,270	9.6
III	179	8	17,118	16,353	95.5	765	4.5
IV	175	8	15,114	14,423	95.4	691	4.6
V	179	11	14,962	14,043	93.9	919	6.1
VI	81	4	15,073	14,329	95.0	744	4.9
VII	63	5	5,475	5,040	92.1	435	7.9
VIII	228	6	20,011	19,484	97.4	567	2.6
IX	161	9	12,502	11,803	94.4	699	5.6
X	66	4	5,429	5,100	93.9	329	6.0
XI	13	0	1,223	1,223	100.00	0	0.0
	1,522	95	$138,803	$130,304		$8,539	

AID TO FAMILIES WITH DEPENDENT CHILDREN

PLANNING DISTRICT	Total Receiving Assistance	Indians Receiving Assistance	Total Benefits Paid	Benefits Paid Non-Indians	%	Benefits Paid Indians	%
I	1,263	309	175,606	132,643	75.5	42,963	24.5
II	3,681	797	481,062	376,903	78.3	104,158	21.7
III	2,472	262	315,564	282,118	89.4	33,446	10.6
IV	3,313	206	499,426	468,372	93.8	31,054	6.2
V	1,655	393	200,670	153,018	76.3	47,652	23.7
VI	4,112	153	587,162	565,315	96.3	21,847	3.7
VII	953	237	90,664	68,117	75.1	22,547	24.9
VIII	5,749	296	829,548	786,837	94.9	42,711	5.1
IX	1,967	317	256,182	214,895	83.9	41,286	16.1
X	1,133	79	131,712	122,528	93.0	9,184	7.0
XI	244	60	27,978	21,096	75.4	6,882	24.6
Total	26,542	3,109	$3,595,574	$3,191,842		$403,730	

OLD AGE ASSISTANCE

PLANNING DISTRICT	Total Receiving Assistance	Indians Receiving Assistance	Total Benefits Paid	Benefits Paid Non-Indians	%	Benefits Paid Indians	%
I	6,167	590	321,807	290,914	90.4	30,893	9.6
II	10,812	951	714,806	651,903	91.2	62,903	8.8
III	10,683	394	677,176	754,152	96.6	23,024	3.7
IV	10,176	279	670,550	652,445	97.3	18,104	2.7
V	7,829	278	501,059	483,020	96.4	18,038	3.6
VI	8,300	158	497,740	488,283	98.1	9,457	1.9
VII	3,975	63	212,077	208,683	98.4	3,393	1.6
VIII	10,124	97	614,845	608,696	99.0	6,148	1.0
IX	7,558	116	498,834	491,351	98.5	7,482	1.5
X	4,488	31	286,191	284,214	99.3	1,976	0.7
XI	1,207	8	64,778	64,324	99.3	453	0.7
Total	81,319	2,965	$5,059,863	$4,977,985		$131,871	

TABLE XCV

HOUSING DATA FOR PLANNING REGIONS

PLANNING REGION	Population	Households	x	$31*	x	58.7%**
I	12,289	3,501		$108,531		63,708
II	18,123	5,163		160,053		93,951
III	8,144	2,320		71,920		42,217
IV	6,446	1,837		56,947		33,428
V	9,160	2,610		80,910		47,494
VI	15,183	4,326		134,106		78,720
VII	3,928	1,119		34,689		20,362
VIII	13,149	3.746		116,219		68,221
IX	9,102	2,593		80,383		47,185
X	1,879	535		16,585		9,735
XI	459	125		3,875		2,275

* The value of non-Indian owned houses averages $11,200. The average for Indian owned houses is $8,100. If you take 1% of each and then take the difference, you reach an average estimated monthly value of the housing services Indian home owners do not receive due to lower median values for their housing.

** The last column represents an estimate of the value of housing services Indians would receive by planning region if the average value of Indian owned houses equaled $11,200, the average of all races for Oklahoma.

Number of Indian Households x $31 x 58.7% = Estimated value of the housing services.

Source: 1970 Census of Population, Special Reports, American Indian - 1F, Table 10.